

Los Angeles Unified Board Retreat

January 14, 2026



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Ready for the World

Welcome and Overview

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Superintendent's Welcome

Alberto M. Carvalho

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Board President's Remarks

Scott Schmerelson

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Agenda

Review District Core Beliefs, Vision and Mission Statements

10:35 – 11:15 a.m.

Review Progress towards District Goals

11:15 – 11:35 a.m.

Review/Revise District Goals

11:35 – 12:10 p.m.

Lunch

12:10 – 12:40 p.m.

Identify Targets for District Goals

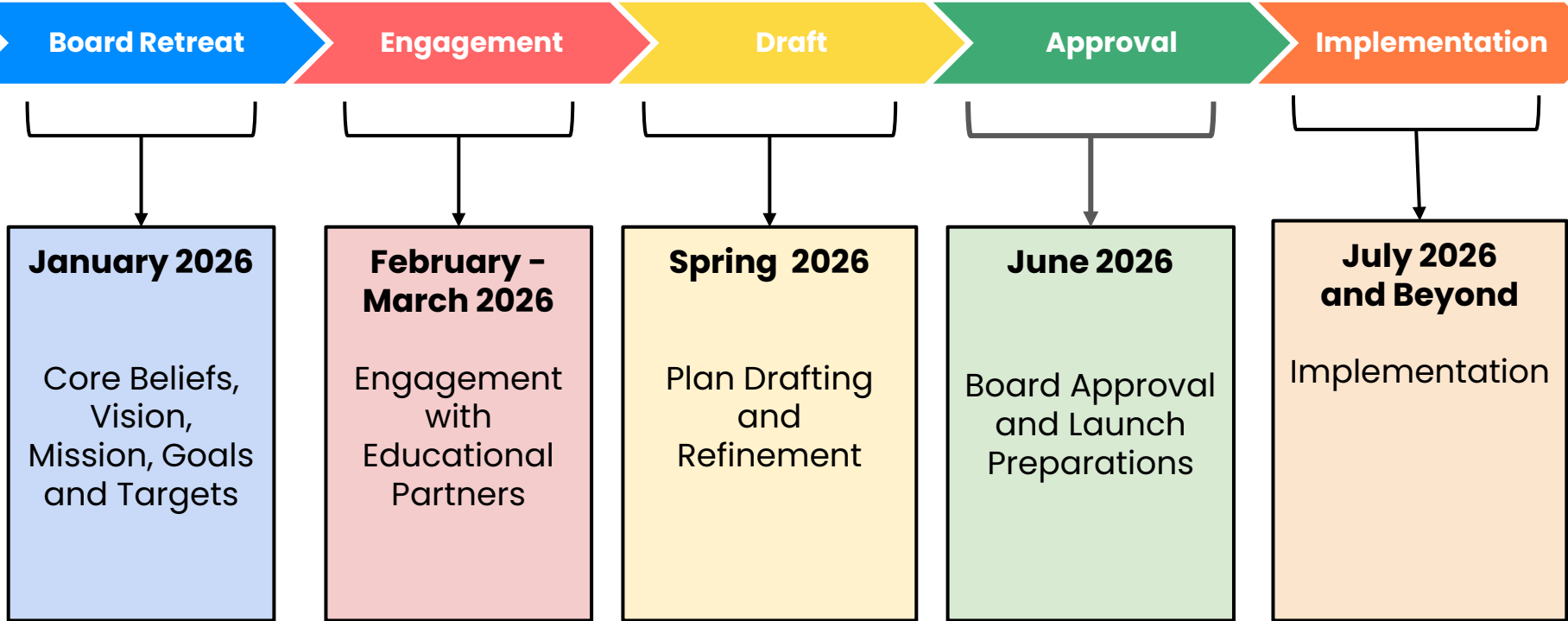
12:40 – 2:00 p.m.

Preparing for Beyond 2026

2:00 – 2:20 p.m.

Timeline and Next Steps

Beyond 2026 Development Timeline



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Review District Core Beliefs, Vision, and Mission Statements

Dr. Jon Fullerton

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Discussion

- Do these statements still reflect our communities' aspirations?
- Are there any proposed edits?



Core Beliefs



Equity

We believe we must unapologetically call out and close the persistent opportunity gaps



Collaboration

We believe we exist to serve the students and families of Los Angeles Unified



Excellence

We believe the communities served by Los Angeles Unified deserve the most exemplary education

EQUITY

We believe we must unapologetically call out and close the persistent opportunity gaps that disproportionately impact Black, Latinx, foster, unhoused, LGBTQIA+, immigrant, and other historically underserved communities. We must disrupt the generational, systemic manifestations of discrimination, racism, and bigotry affecting our schools. We will actively identify and amplify the successes of our schools that eliminate inequities. We will strategically allocate resources to our students and families to ensure that students are celebrated and supported.

Core Beliefs

"We should be clear that we have the responsibility and ability to make systemic changes that brings us closer to equity."

EQUITY

"Perhaps in the first sentence say HOW we will call out and close gaps and in the second sentence we can add "can and will" --- "We can and will disrupt..."

We believe we must unapologetically call out and close the persistent opportunity gaps that disproportionately impact Black, Latinx **Latine**, foster, unhoused, LGBTQIA+, immigrant, and other historically underserved communities. We **can and will** ~~must~~ disrupt the generational, systemic manifestations of discrimination, racism, and bigotry affecting our schools. We will actively identify and amplify the successes of our schools that eliminate inequities. We will strategically allocate resources to our students and families to ensure that students are celebrated and supported.

COLLABORATION

We believe we exist to serve the students and families of Los Angeles Unified, and we acknowledge the many voices who have a vested interest in the success of Los Angeles Unified. Our decisions, policies, and programs are designed with learners at the center. All actions are informed by listening and learning from the community through open dialogue to create authentic partnership opportunities so that our entire extended community may contribute toward student success.

Core Beliefs

COLLABORATION

Who are the voices? What community is being referenced? Is it parents, labor partners, advocates, education non-profits? It is important to specify at least our labor partners in this statement.

We believe we exist to serve the students and families of Los Angeles Unified, and we acknowledge the many voices who have a vested interest in the success of Los Angeles Unified. Our decisions, policies, and programs are designed with learners at the center. All actions are informed by listening and learning from the community through open dialogue to create authentic partnership opportunities so that our entire extended community may contribute toward student success.

EXCELLENCE

We believe the communities served by Los Angeles Unified deserve the most exemplary education that prepares all students to achieve postsecondary excellence. For our community, we must deliver schools and an entire system that meets the promise of all of our unique students.

EXCELLENCE

We believe the communities served by Los Angeles Unified deserve the most exemplary education that prepares all students to achieve postsecondary **excellence**. For our community, we must deliver schools and an entire system that meets the promise of all of our unique students.

Need to specify that excellence extends to the students' entire education trajectory from early education (TK) through post-secondary (high school) and adult education as many of our students continue their educational journey in DACE.

Mission Statement

CURRENT

Realizing excellence for all students by providing the unique, rigorous, and culturally relevant education that each and every student deserves.

RECOMMENDED EDITS

LAUSD aims to ensure all students achieve academic success and social-emotional competence (or strengths?) with a unique, rigorous, and culturally relevant education.

Vision Statement

CURRENT

Los Angeles Unified will be the premier public school district by eliminating educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

RECOMMENDED EDITS

Los Angeles Unified ~~will be the premier public school district~~ by **will eliminate** educational inequities to graduate ALL students ready for the world – to thrive in college, career, and life.

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Review of Progress towards District Goals

Dr. William Johnston

@LASchools

2022–26 Strategic Plan District Goals

Literacy

+30pts

In order to build a strong foundation for literacy, move third-grade students, on average, 30 points closer to proficiency on Smarter Balanced Assessment English Language Arts/Literacy from 2022 to 2026.

Numeracy

+40pts

In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3–5 and 6–8.

Postsecondary

70%

The percentage of students in a graduating 9th–12th grade cohort demonstrating college and career readiness with a “C” or better on University of California/California State University A–G approved courses will increase to 70% by June 2026.

**Social-
Emotional/Wellness**

50%

By 2026, 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio.

40%

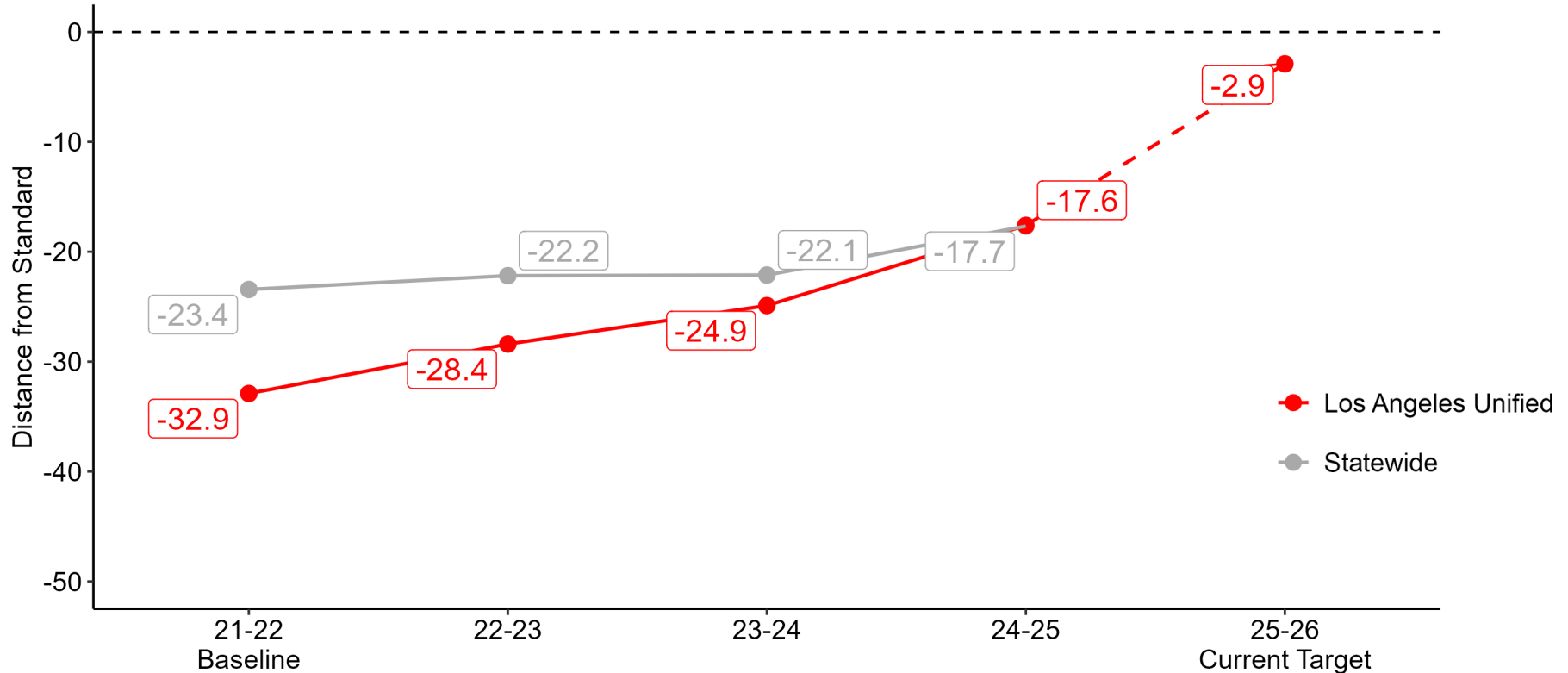
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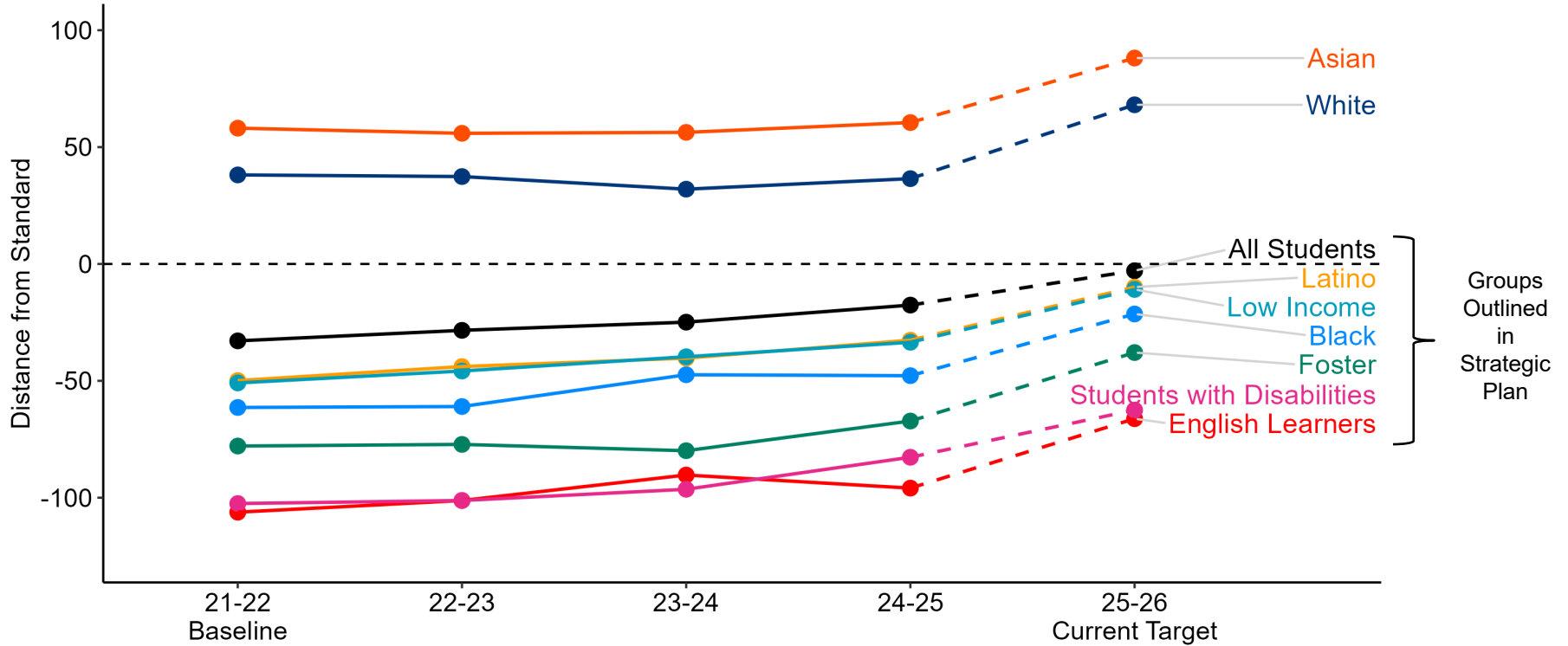
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3rd Grade Literacy Over Time – LAUSD Target and Statewide Average



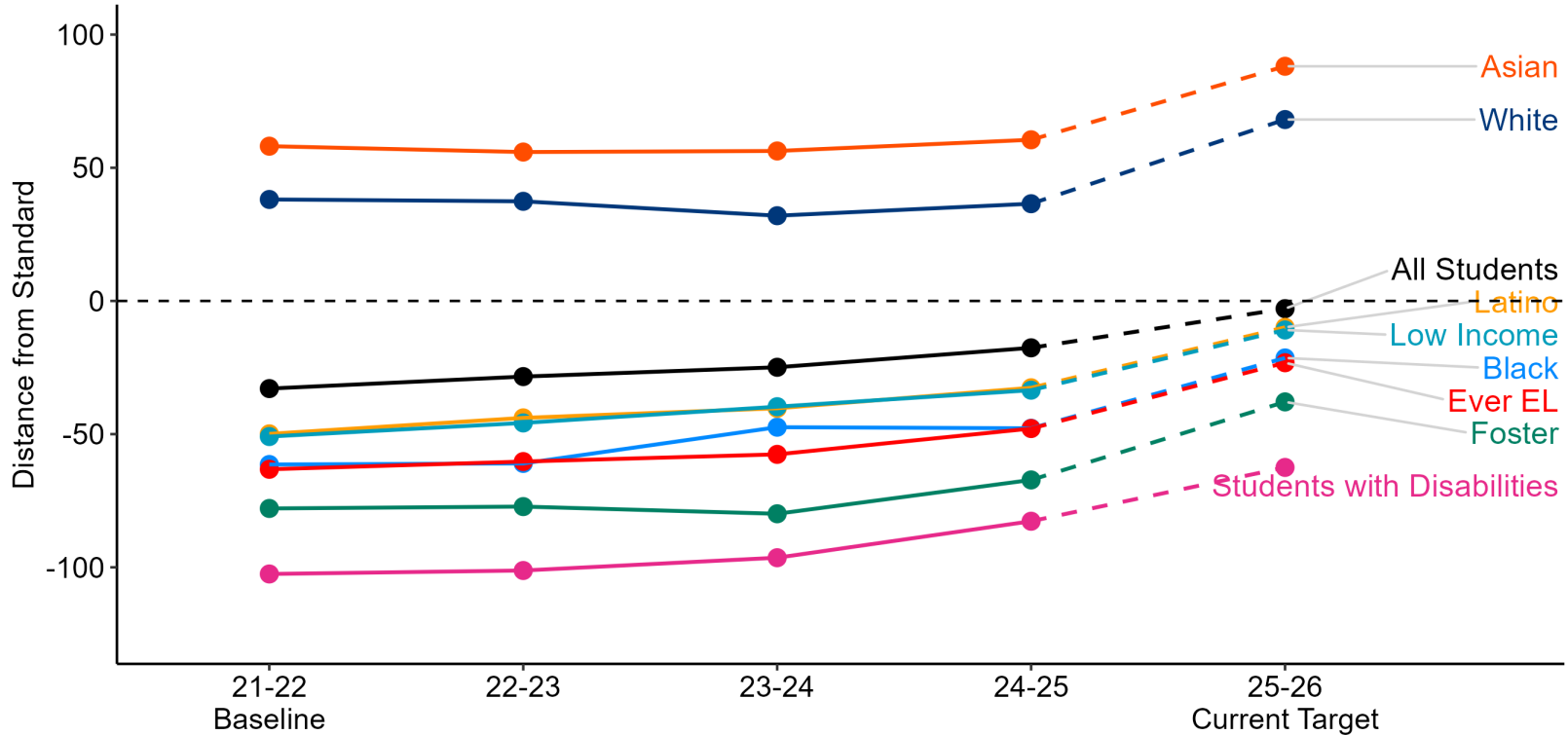
Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

3rd Grade ELA Over Time – All Student Groups



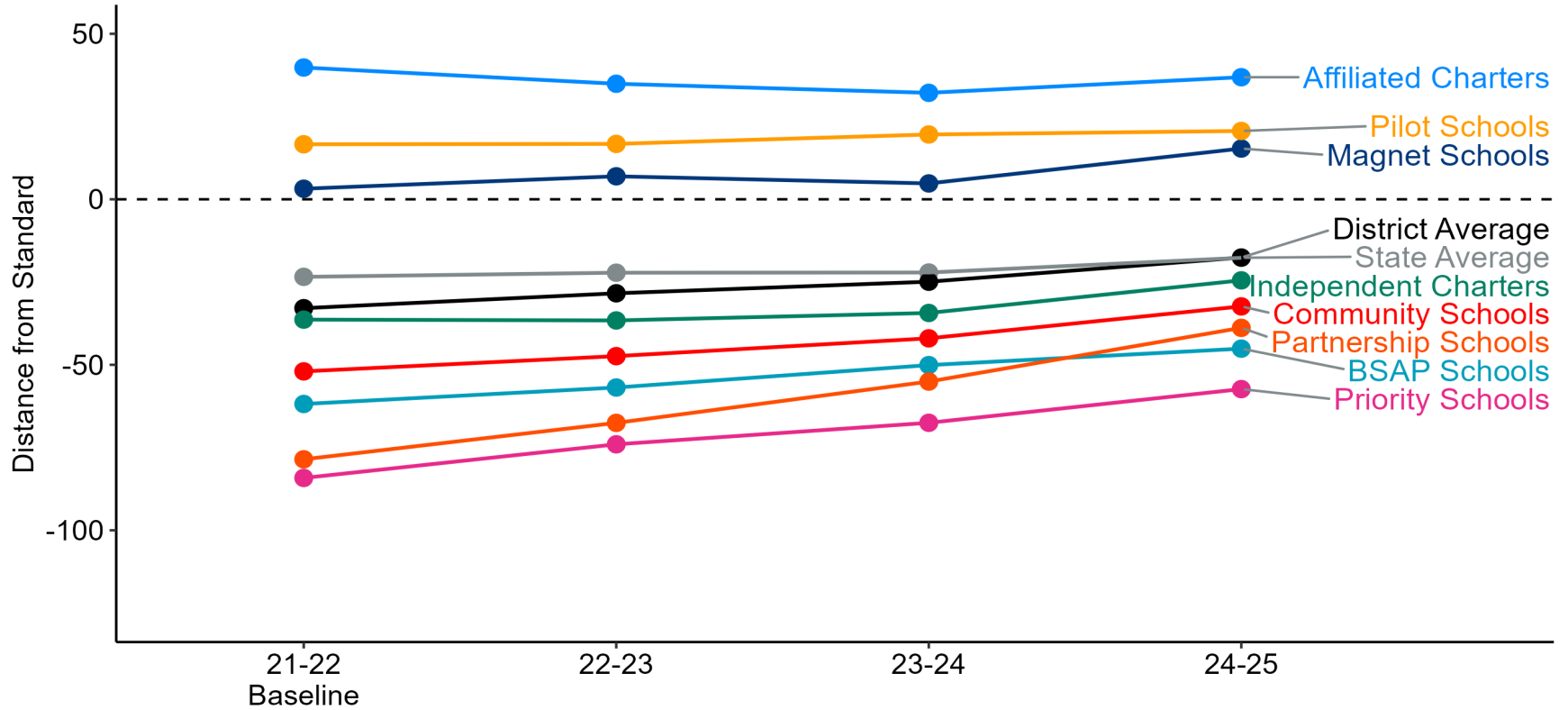
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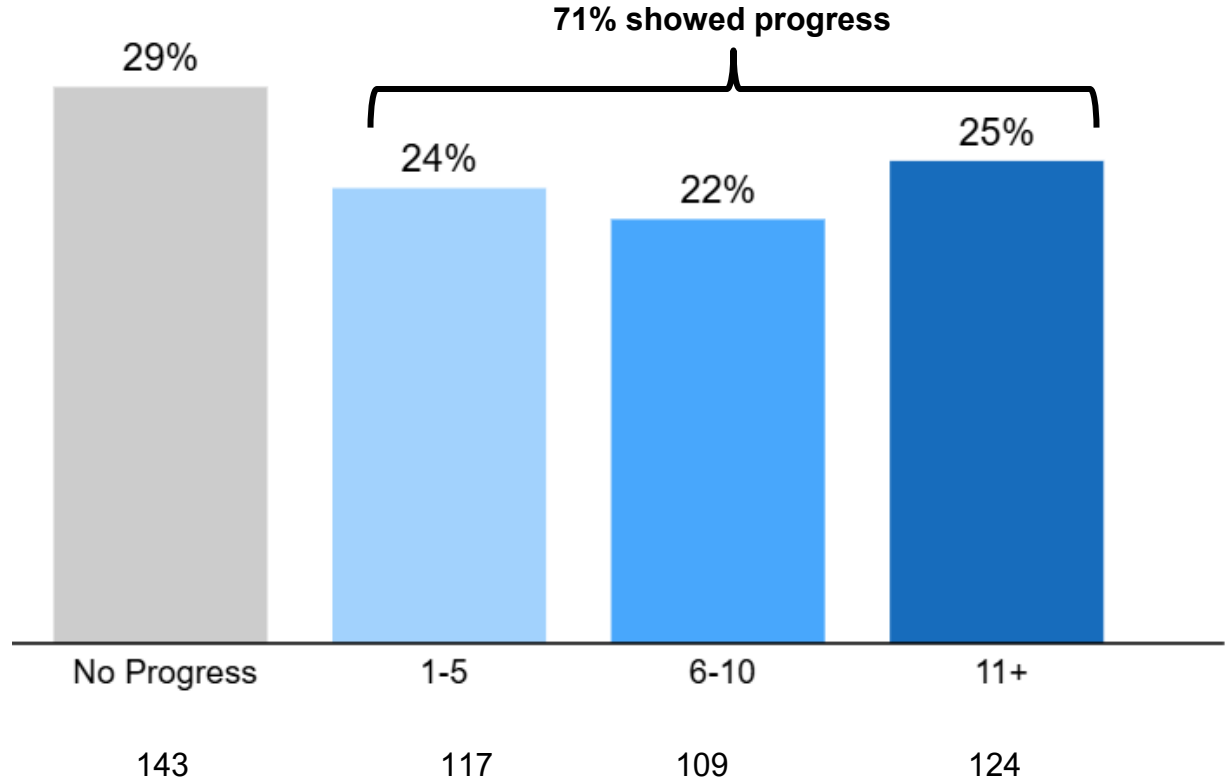
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3rd Grade ELA Over Time - by School Model



3rd Grade ELA – Progress since Baseline

Percentage of Schools Showing Progress



Avg. Yearly Progress from
2022-2025 (DFS points):

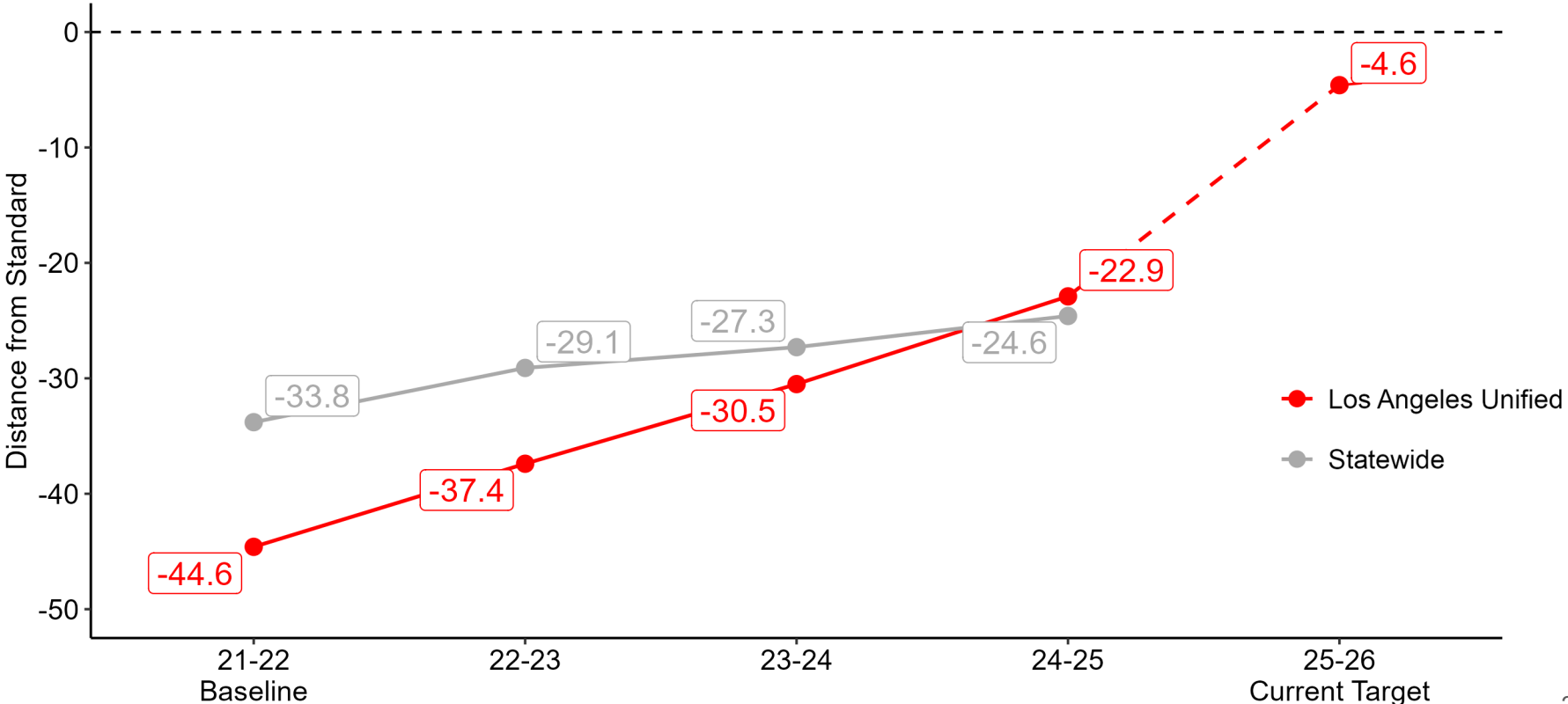
Number of Schools:

**Numeracy
Grades 3–5**

+40pts

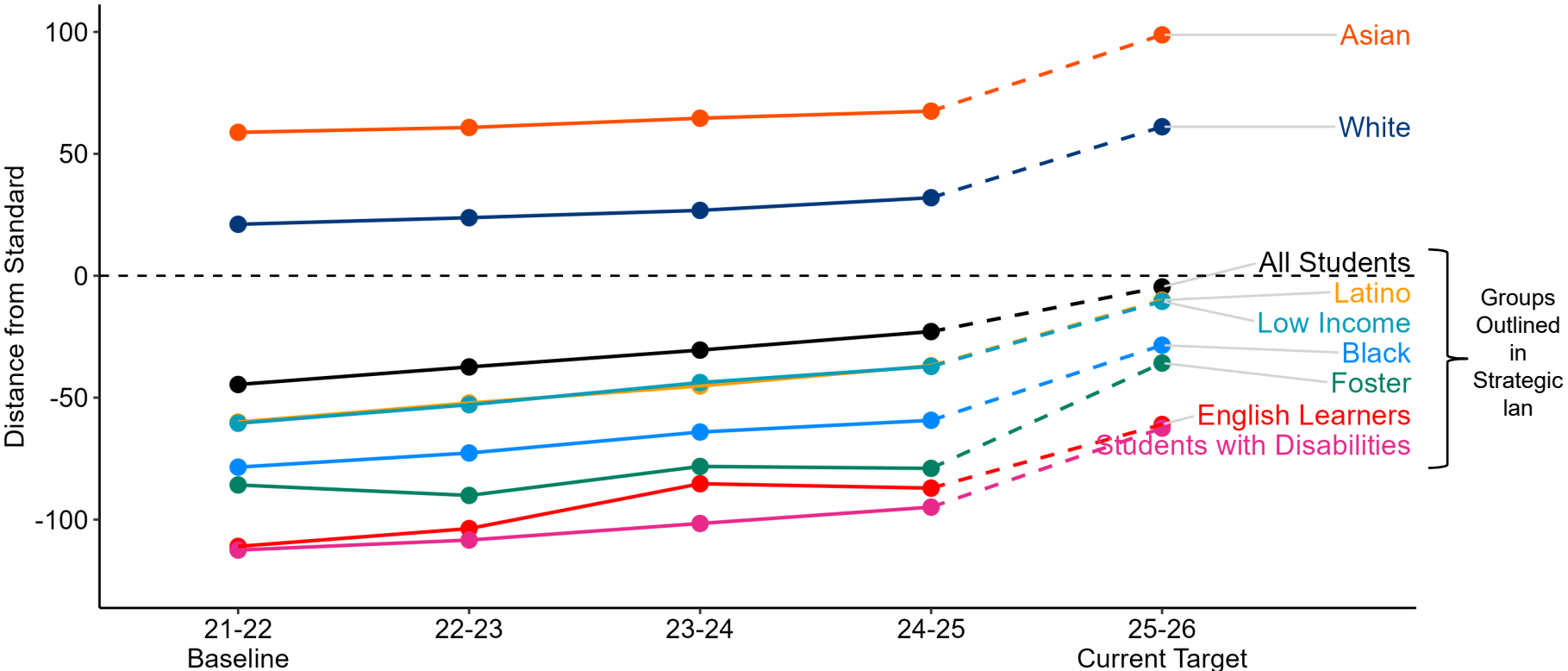
In order to improve Algebra I pass rates, move students, on average, 40 points closer to proficiency on Smarter Balanced Assessment Mathematics from 2022 to 2026 in Grades 3–5 and 6–8.

Numeracy Over Time – LAUSD Target and Statewide Average (gr. 3-5)



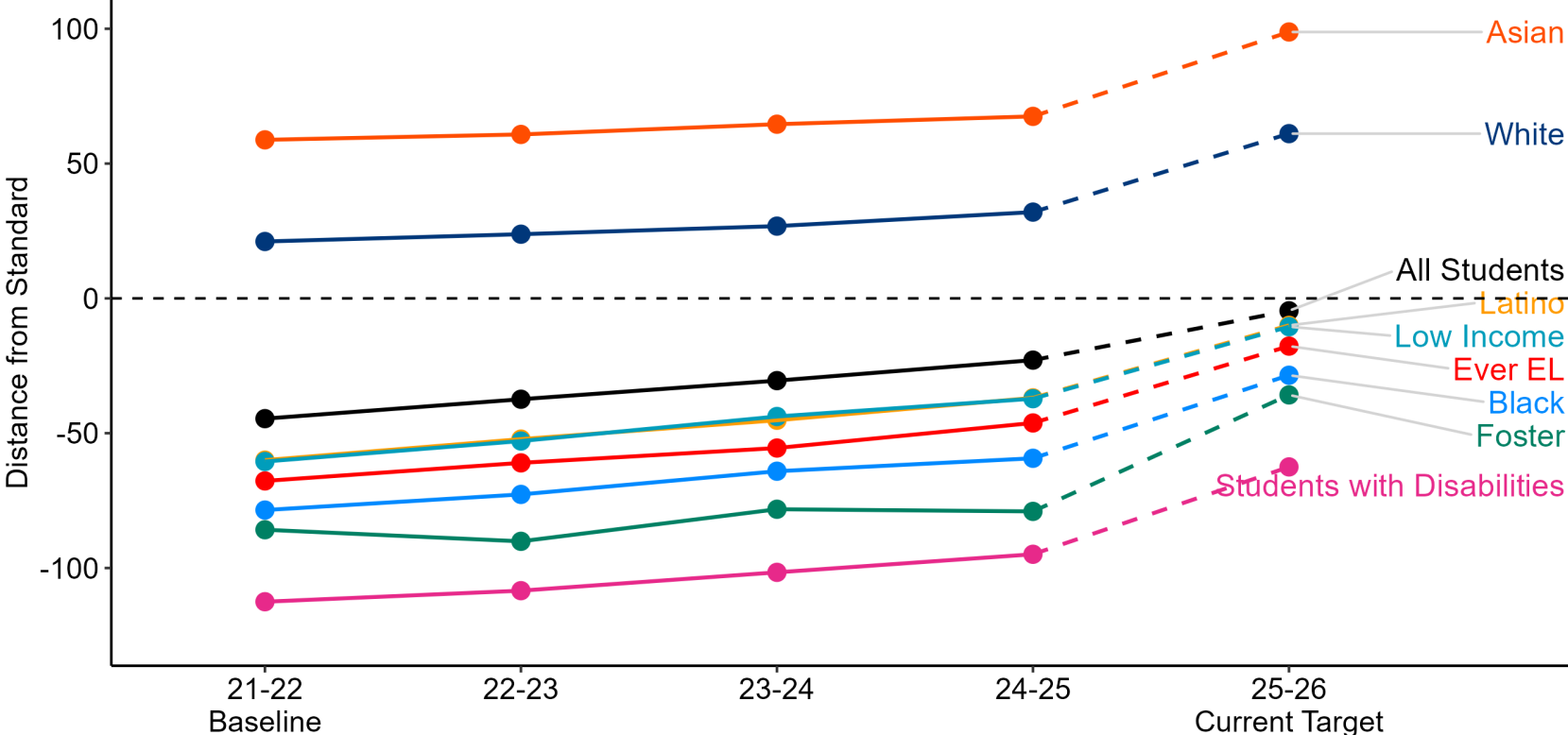
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Numeracy Over Time – All Student Groups (gr. 3-5)



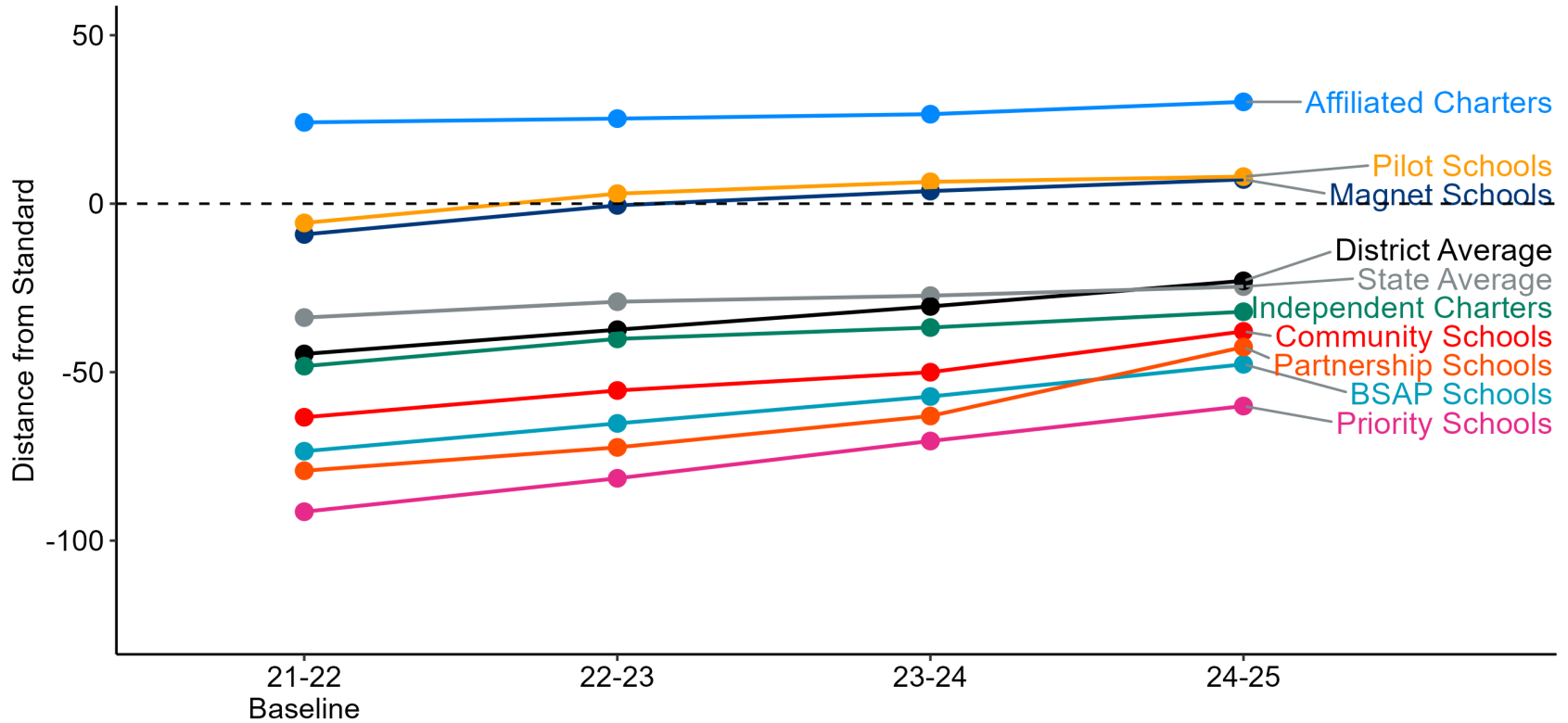
Notes: Data reflects all tested students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
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Numeracy Over Time – All Student Groups (gr. 3-5)



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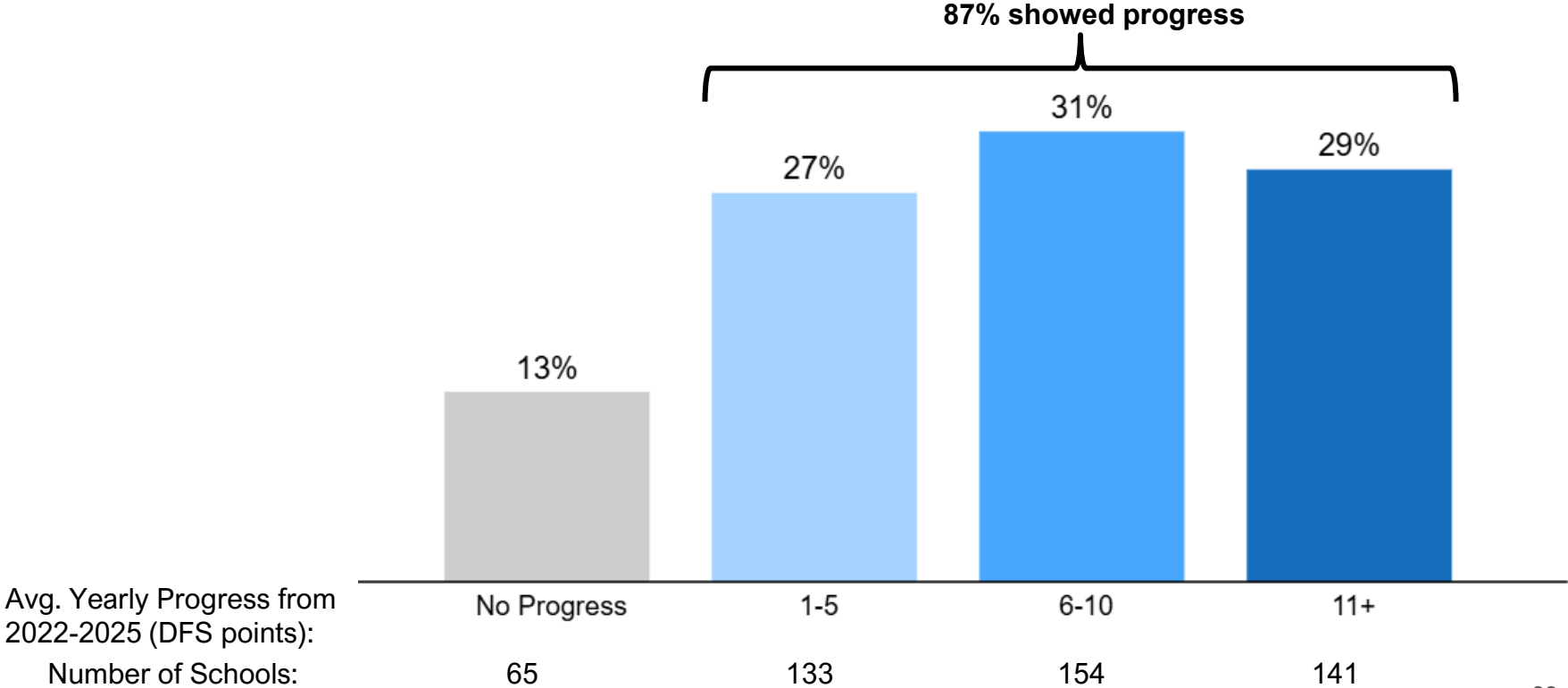
Numeracy Over Time - by School Model (gr 3-5)



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 Data Source: CAASPP Researcher File for Smarter Balanced Assessments. Rounding may result in slight discrepancies in results across platforms.

3rd-5th Grade Numeracy – Progress since Baseline

Percentage of Schools Showing Progress

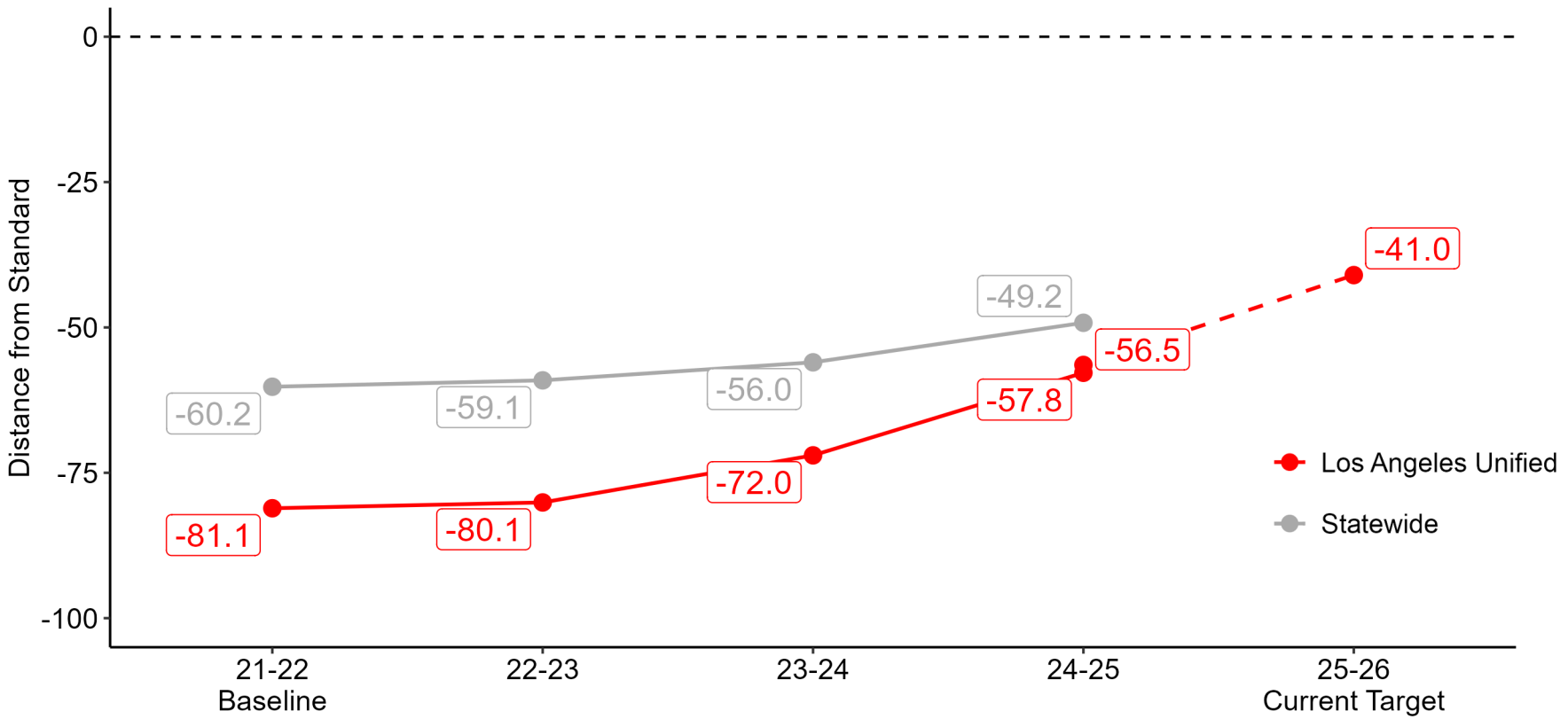


**Numeracy
Grades 6–8**

+40pts

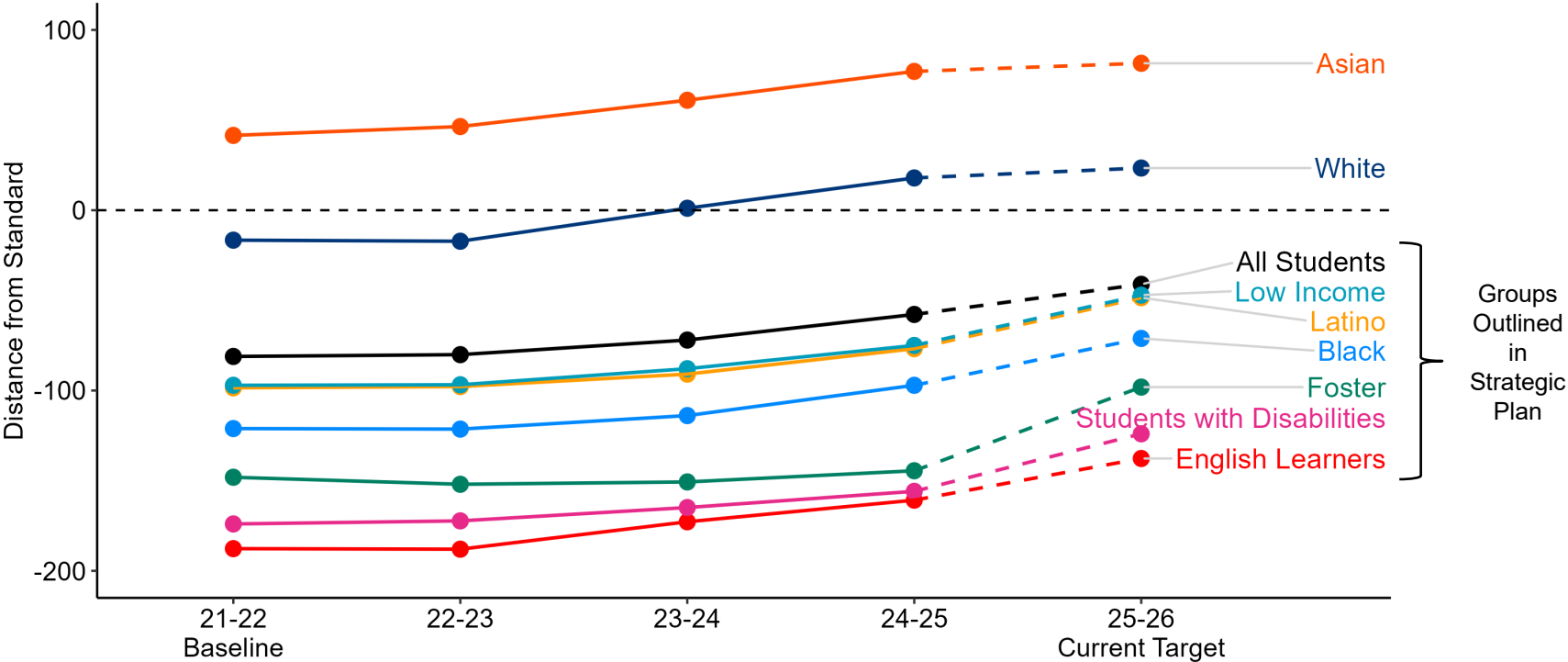
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Numeracy Over Time – LAUSD Target and Statewide Target (gr. 6-8)



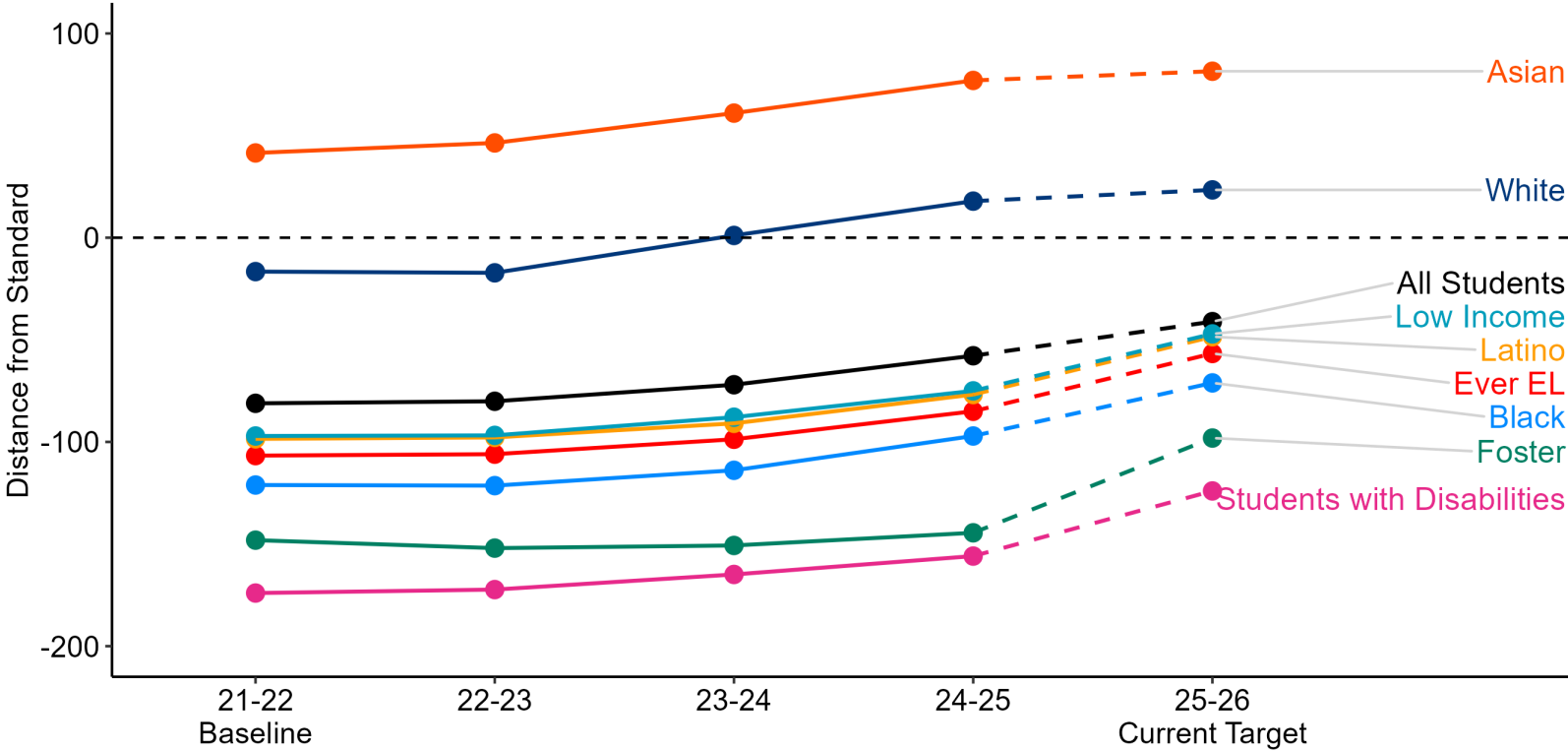
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Numeracy Over Time - All Student Groups (gr. 6-8)



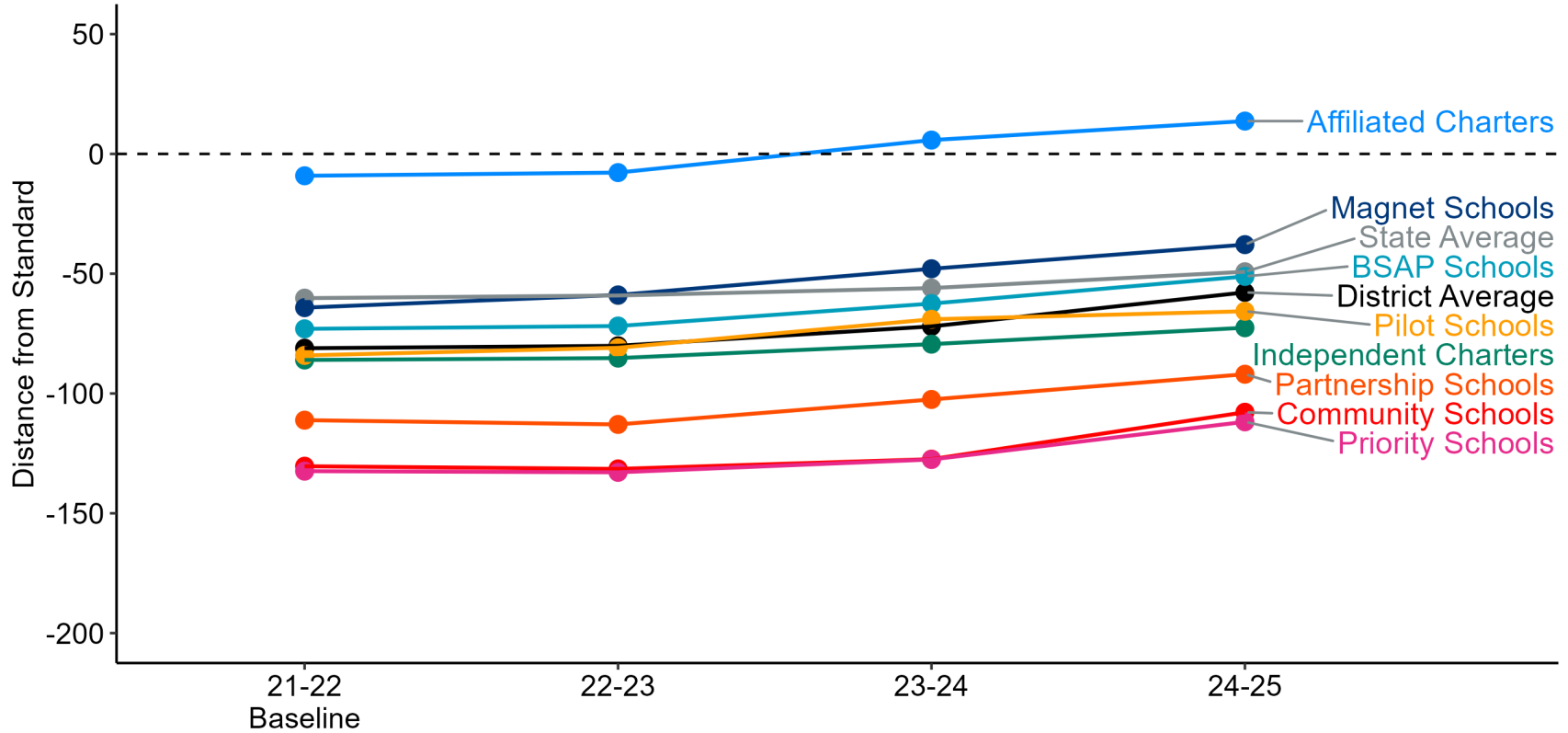
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Numeracy Over Time - All Student Groups (gr. 6-8)



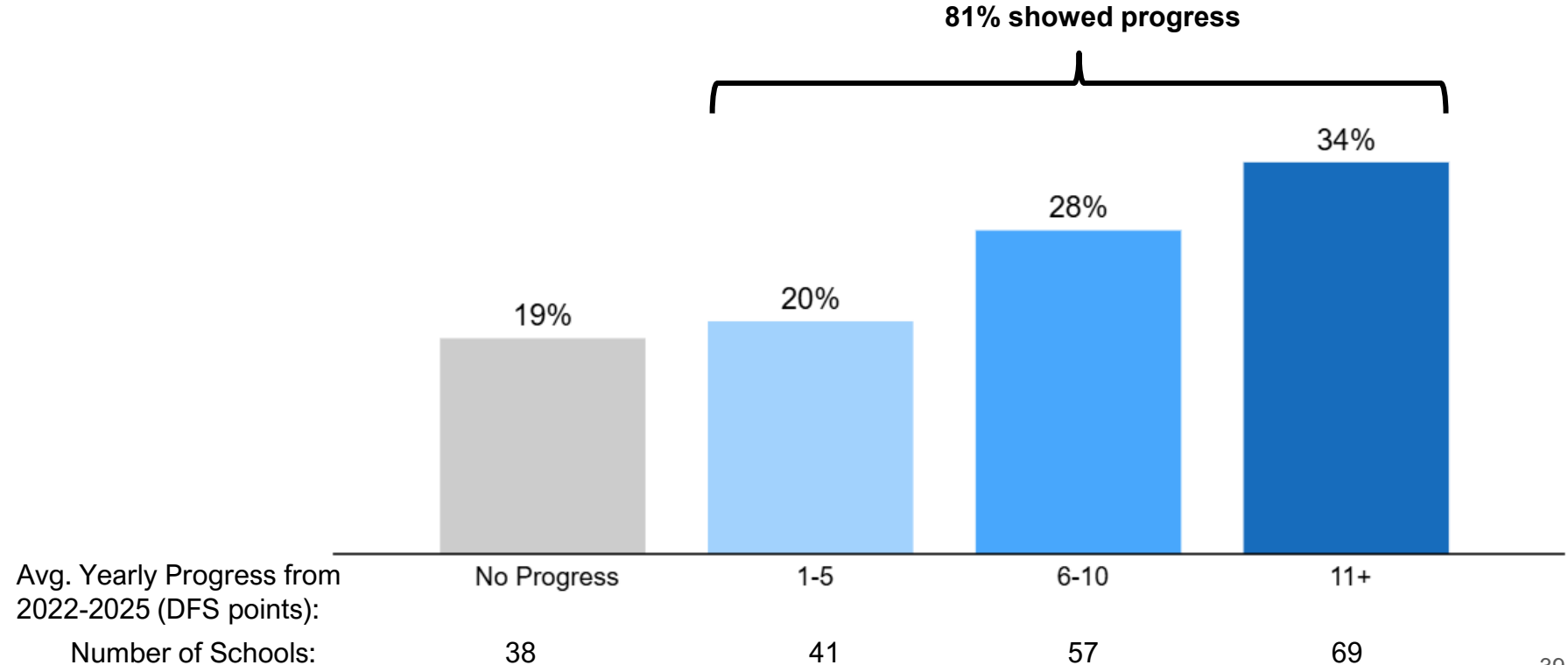
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Numeracy Over Time - by School Model (gr. 6-8)



6th–8th Grade Numeracy – Progress since Baseline

Percentage of Schools Showing Progress

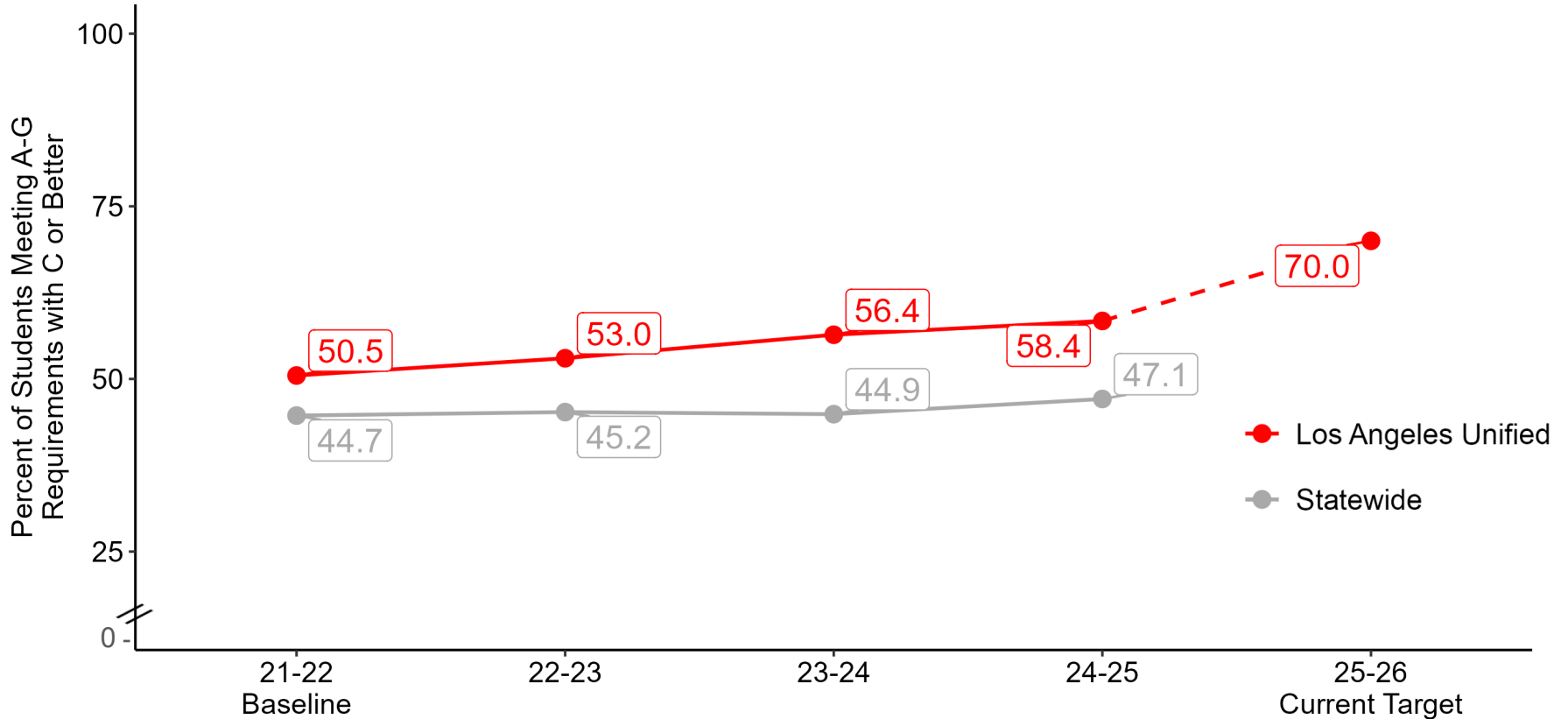


Postsecondary

70%

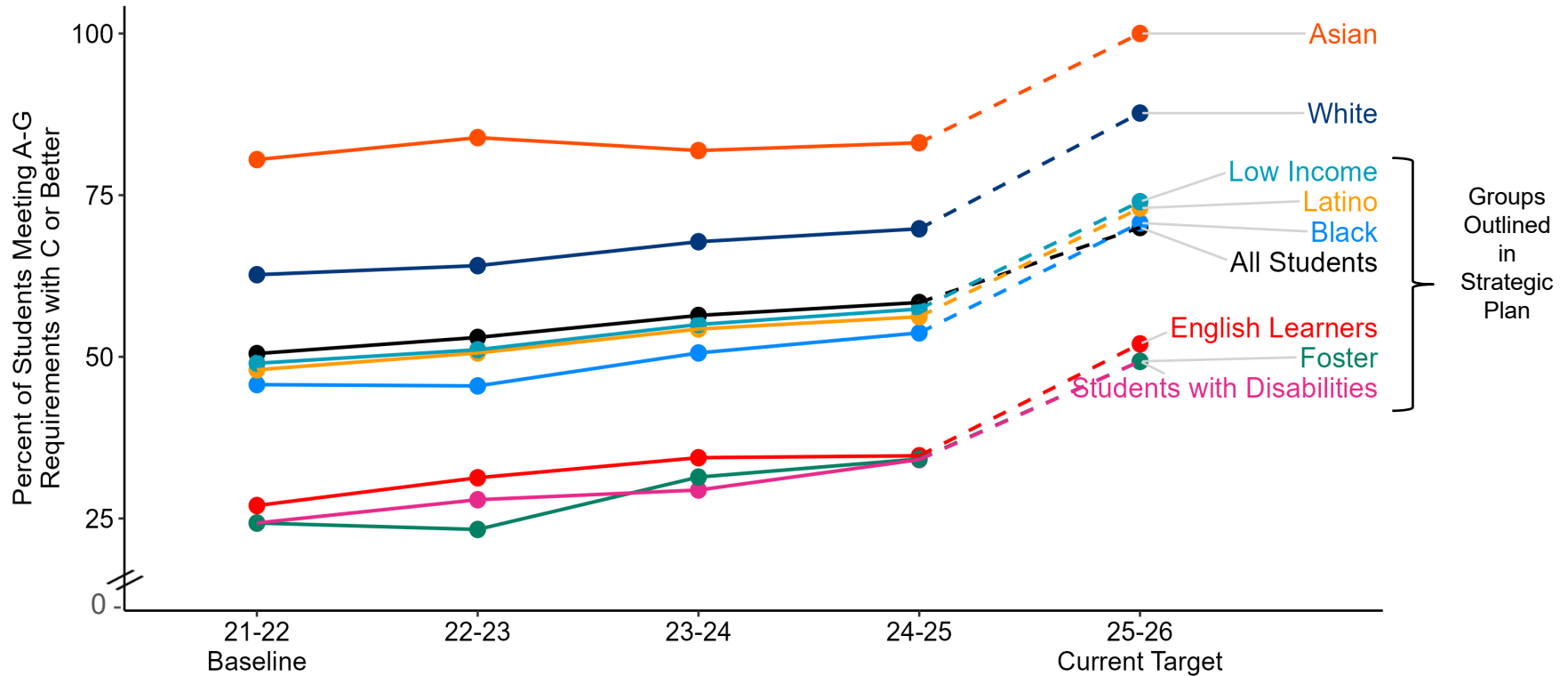
The percentage of students in a graduating 9th-12th grade cohort demonstrating college and career readiness with a "C" or better on University of California/California State University A-G approved courses will increase to 70% by June 2026.

Postsecondary Over Time – LAUSD Target and Statewide Average

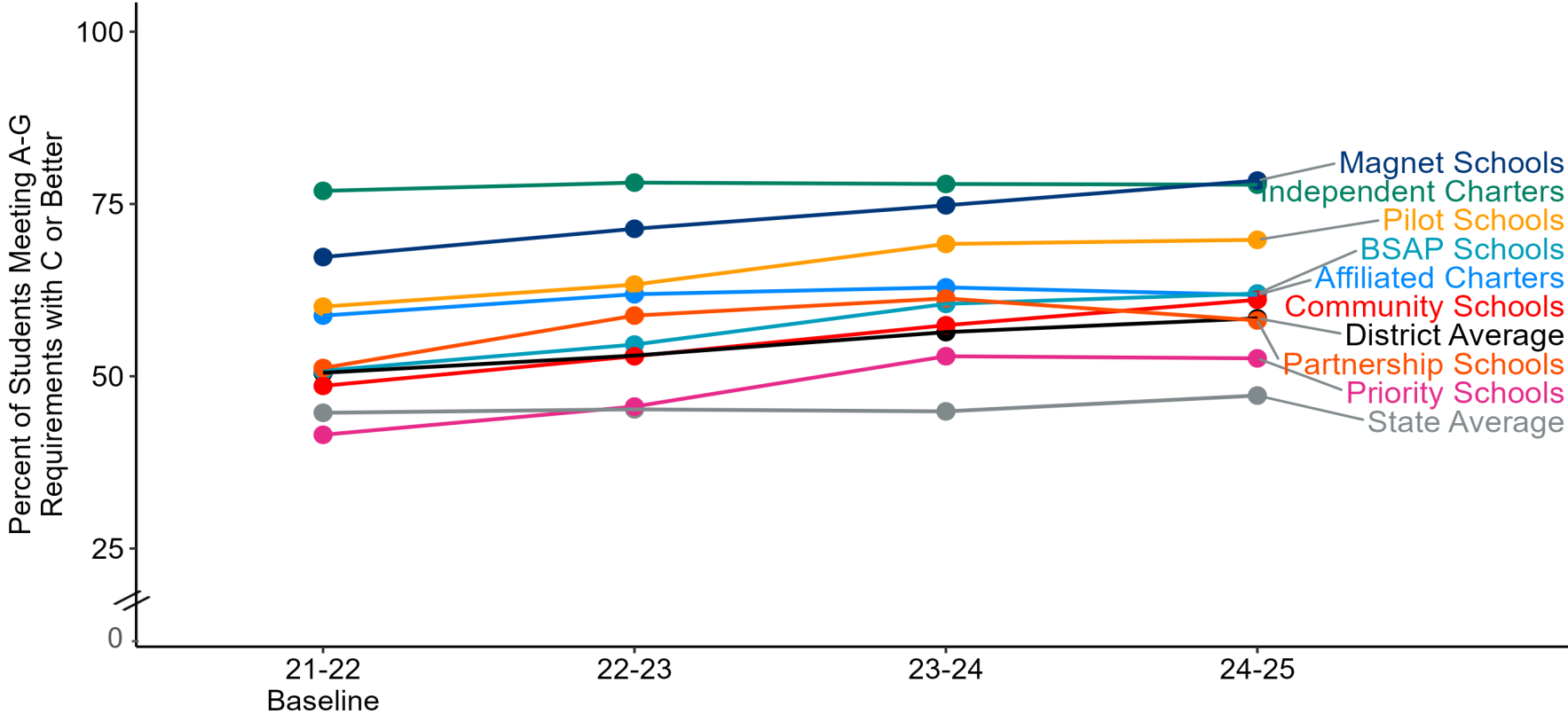


Notes: Data reflects all students in the 4-year graduation cohort in California compared to all 4-year cohort students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
Data Sources: DataQuest summary file (for state total) and CALPADS 4-year cohort file (for LAUSD total). Rounding may result in slight discrepancies in results across platforms.

Postsecondary - by Student Group



Postsecondary Over Time - by School Model



Notes: Data reflects all students in the 4-year graduation cohort in California compared to all 4-year cohort students in LAUSD. LAUSD totals include affiliated charters but not independent charters.
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**Social-
Emotional /
Wellness**

50%

By 2026, 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio.

40%

By 2026, a minimum of 40% of students using a portfolio will attain a "Meets Proficiency" as measured by a district wide rubric score average in the Social Emotional Learning competencies.

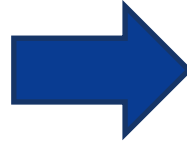
Social Emotional / Wellness Goal

Goal

Progress

50%

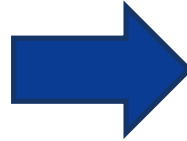
By 2026, 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio.



137 teachers out of 14,594 in grades 2, 5/6, 8, 10 and 12 **(0.9%)** supported students in the creation and uploading of artifacts using the SEL portfolio in 2024-25

40%

By 2026, a minimum of 40% of students using a portfolio will attain a "Meets Proficiency" as measured by a District-wide rubric score average in the Social Emotional Learning competencies.



50% of submitted artifacts achieved Meets Proficiency in 2024-25

Districtwide SEL Integration

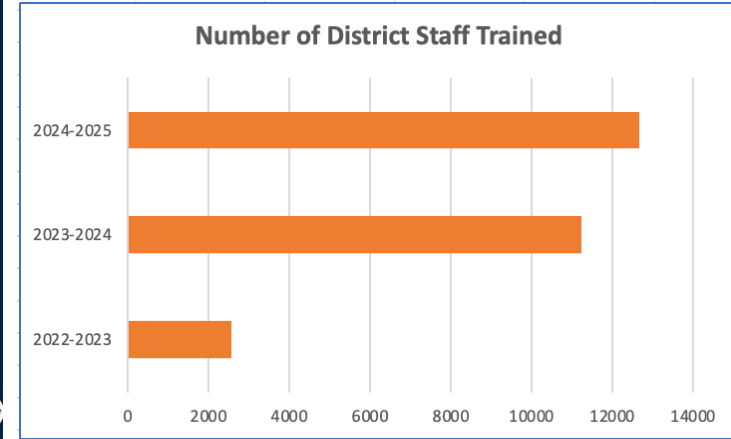
- Over **90%** of schools providing SEL Tier 1 instruction
- Over **80%** schools *integrating SEL instruction* by implementing one or more of the following:
 - Providing access to **SEL lessons, activities and/or application strategies** at least twice per week
 - Providing students the opportunity to reflect on their knowledge of SEL using the **SEL Portfolio**
 - SEL RethinkEd **Restorative Activity Plan**
 - **Peer-to-Peer** Student **Mentoring Program**
 - **Integrating SEL into content** instruction using Inclusions and/or Optimistic Closures or Exit Tickets
 - Providing **access to multiple SEL Family and Support Staff Workshops**



Our School Participates in
SOCIAL EMOTIONAL LEARNING SCHOOLWIDE INTEGRATION
District Goal 4: SEL Integration
"Through the integration of evidence-based SEL instruction, elementary, middle, and high school teachers and support staff will provide access to SEL lessons, activities, and strategies."

SEL is an Instructional Priority
Social Emotional Learning (SEL) helps to shape well-rounded students. By incorporating SEL into the school day, we help students to be ready for the world.

Justin Louser
Director of Middle School Programs



In support of the District Goal, SEL professional development has expanded to include school site support staff, which has increased the number of staff receiving training from 2,500 in 2022-23 to over 12,000 in 2024-25.

SEL Portfolio Implementation

Division of Instruction **LAUSD** **2025– 2026 Social Emotional Learning Professional Development Opportunities for TK–12 Teachers**

Register via MyPLN keyword: **25SEL**

SEL Signature PD

Understanding Trauma and Using SEL to Build Resilience
Participants will learn how trauma impacts students and gain strategies to help students become more resilient.

Making Connections: SEL in Our Schools Parts 1 & 2
Participants will develop a deeper understanding of the SEL competencies, learn strategies to support SEL in the classroom and examine School Experience Survey data to identify SEL goals.

Using SEL to Promote Agency, Identity, and Belonging
Participants will learn how to use SEL to foster Agency, Identity, and Belonging in students.

Social Emotional Learning Portfolio Institute

The SEL Portfolio Institute virtual Professional Development provides teachers with training in:

- Administering the SEL reflections.
- Learning how to calibrate student responses and practice using the scoring rubrics.
- Applying new SEL instructional resources, including embedded time to plan for SEL integration.

Only certificated teachers assigned to a school site can be compensated for the completion of the selected PD. Participants will be compensated at their training rate. See MyPLN listings for more information.

Virtual SEL Signature PD 8:00 a.m.- 12:00 p.m.				
	Understanding Trauma & Using SEL to Build Resilience	Making Connections: SEL in Our Schools Part 1	Making Connections: SEL in Our Schools Part 2	Using SEL to Promote Agency, Identity & Belonging
1st Offering	October 4, 2025	November 1, 2025	December 13, 2025	January 24, 2026
2nd Offering	February 21, 2026	February 28, 2026	March 21, 2026	April 18, 2026

Virtual SEL Portfolio Institute 8:00 a.m.- 12:00 p.m.				
Offering #1	Offering #2	Offering #3	Offering #4	Offering #5
September 27, 2025	October 11, 2025	November 15, 2025	January 31, 2026	March 14, 2026

For additional information: Nancy Polomera, SEL Adviser, Region East, nwp1564@lausd.net

Approved by: Dr. Justin Lasser, Director, Middle School Instruction

- To date, over 3,500 teachers participated in Portfolio Institute Training in 2025–26
- 82% of teachers trained reported current or planned increase in SEL instruction as a result of the District Goal
- To date, over 4,000 student assignments uploaded in LMS and 2.4% of targeted teachers using SEL Portfolio in 2025–26
- Over 70% of rubric-graded artifacts meet proficiency in 2025–26
- Problems of Practice identified in SEL Portfolio Theory of Action
 - **The lack of required pedagogical understanding of the SEL competencies in the field contributing to hesitancy to engage in Portfolio activities with students**
 - **Action steps required by teachers for Portfolio uploading reported to be cumbersome and time consuming**

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Are These the Right Goals?

Literacy



Numeracy



Postsecondary



Social Emotional /Wellness



Considerations for Selecting SBA Grade Level Measures

	Current Goal	Option 1: All Grade Spans	Option 2: Roll Grades Together
Pros	More manageable count of goals compared to Option 1	Every grade taking SBA is held accountable Goals are grouped by grade spans making differing trends across grades more obvious <ul style="list-style-type: none">• 3rd – 5th• 6th – 8th• 11th	Every grade taking SBA is held accountable More manageable count of goals
Cons	Some grades are not reflected in the goal	More goals to monitor	Trends across grades can be washed out when using an overall average

How should we measure our progress?

LITERACY

Current Goal

Grade 3 Distance from Standard (DFS)

Option 1

Include more grade levels (Grade 3-5 DFS, Grade 6-8 DFS, Grade 11 DFS)

Option 2

Roll all grades together (one measure for grades 3-11 DFS)

How should we measure our progress?

NUMERACY

Current Goal

Grades 3-5 DFS, Grades 6-8 DFS

Option 1

Add Grade 11 DFS

Option 2

Roll all grades together (one measure for grades 3-11 DFS)

How should we measure our progress?

POSTSECONDARY

Current Goal

Percent of students in cohort with an average of "C" or better in A-G courses

How should we measure our progress?

SOCIAL-EMOTIONAL/WELLNESS

Current Goal

- 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio
- 40% of students using a portfolio will attain a “Meets Proficiency”

Option 1

Students in elementary, middle school, and high school demonstrate growth in each of the social-emotional learning (SEL) competencies on the School Experience Survey

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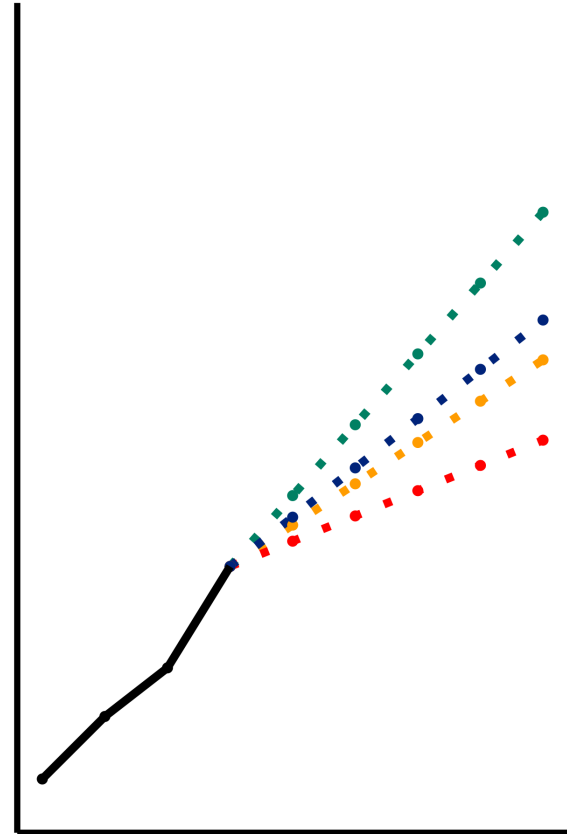
Options for 2030 Target for District Goals

Option 1: Current Target

Option 2: Average annual improvement across 2022–2025

Option 3: Average annual improvement of comparison districts, 2022–2025

Option 4: At or above 0 DFS by 2030



How should we measure our progress?

LITERACY

Current Goal

Grade 3 Distance from Standard (DFS)

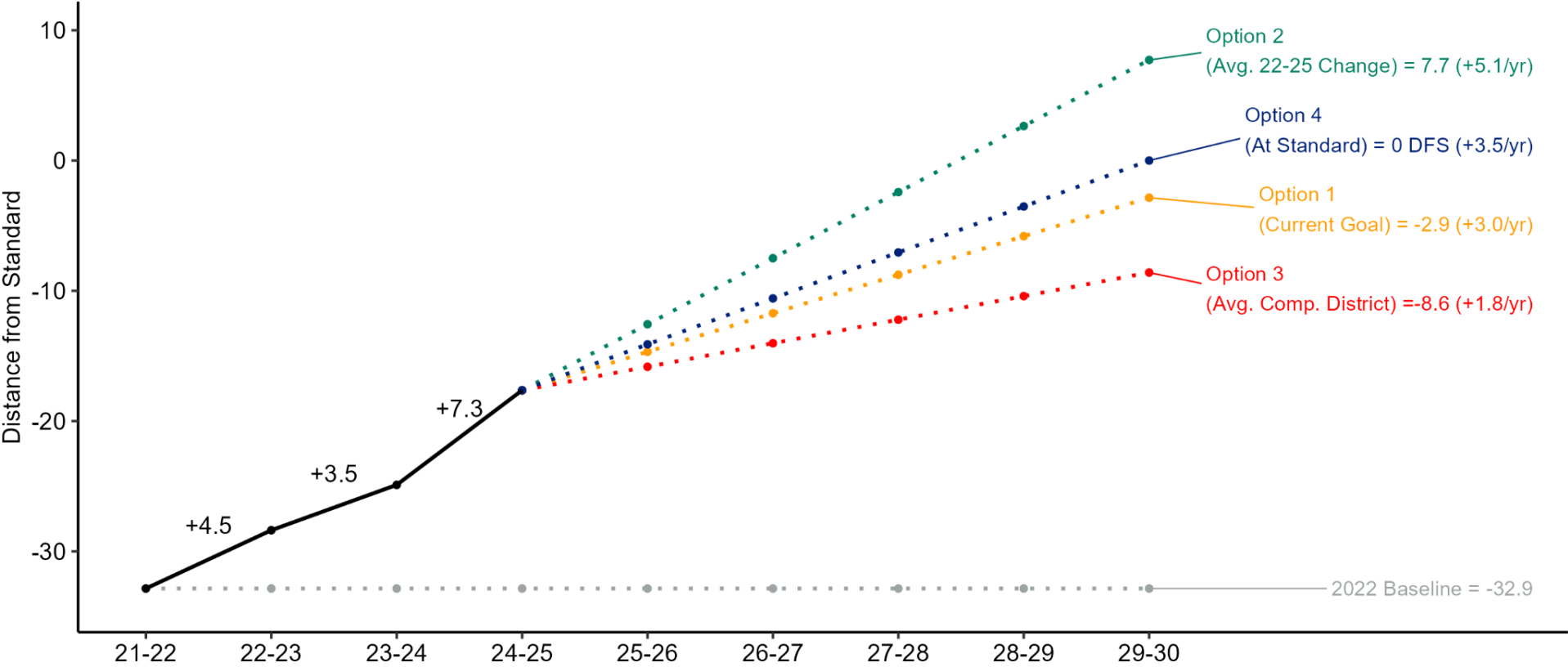
Option 1

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Option 2

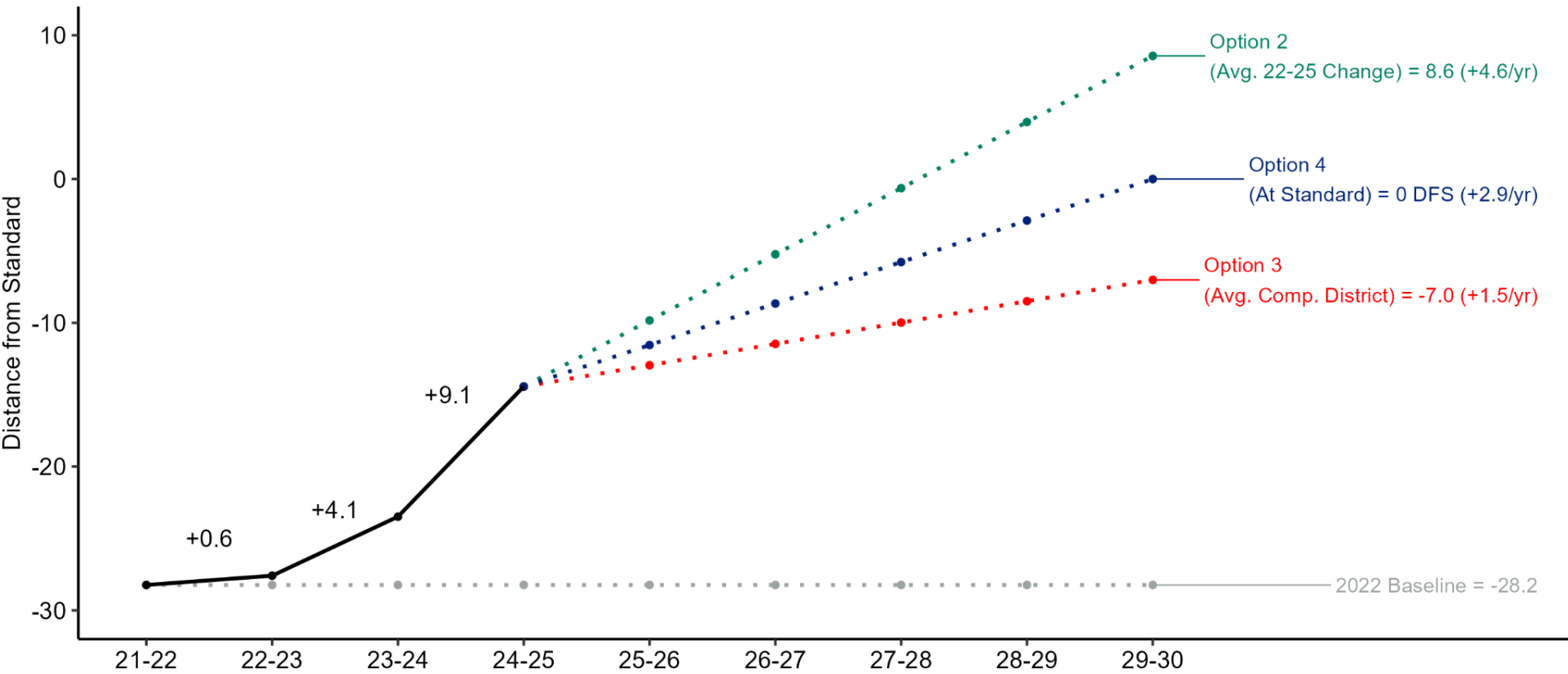
Roll all grades together (one measure for grades 3-11 DFS)

Literacy: 3rd Grade SBA Scores- Current Goal



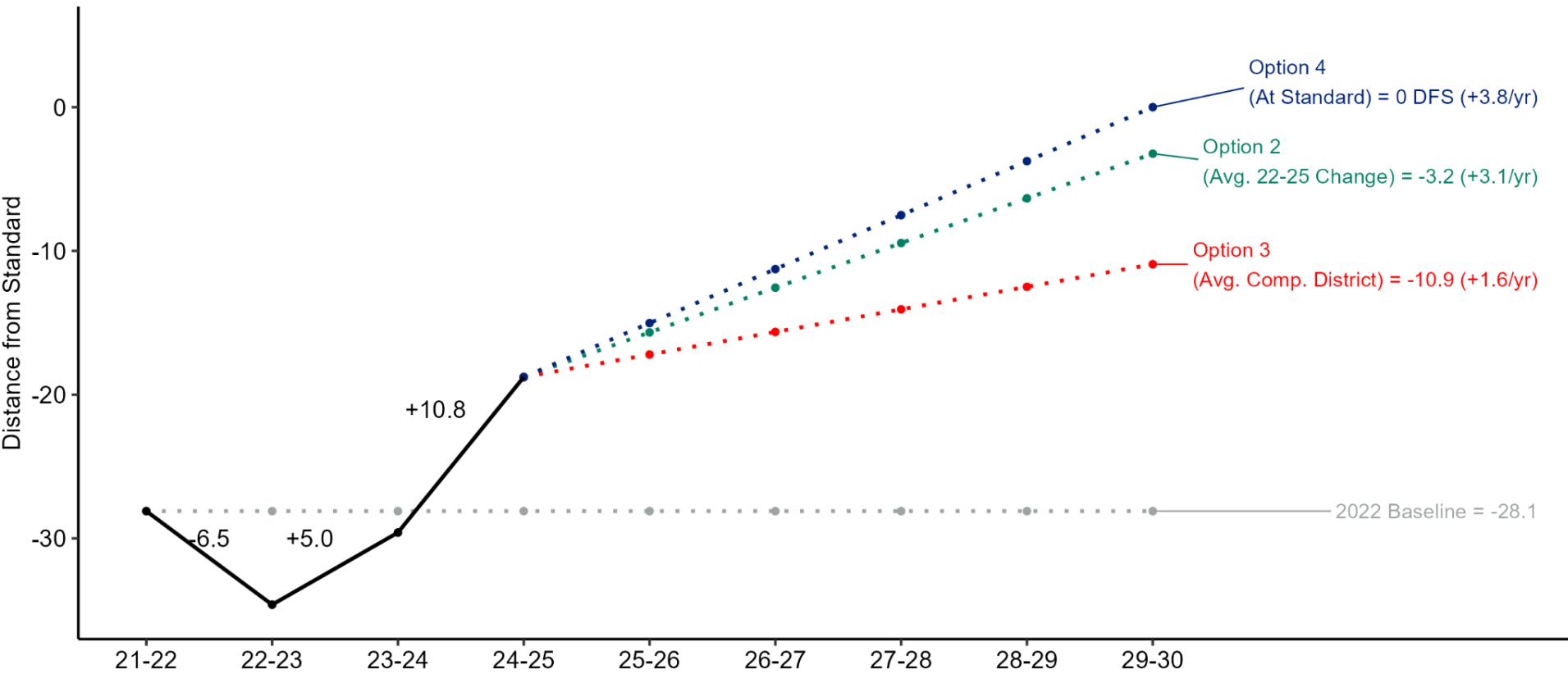
Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grade 3 in 2022, 2023, 2024, or 2025.

Literacy: 3rd-5th Grade SBA Scores- Option 1 (Grade Spans)



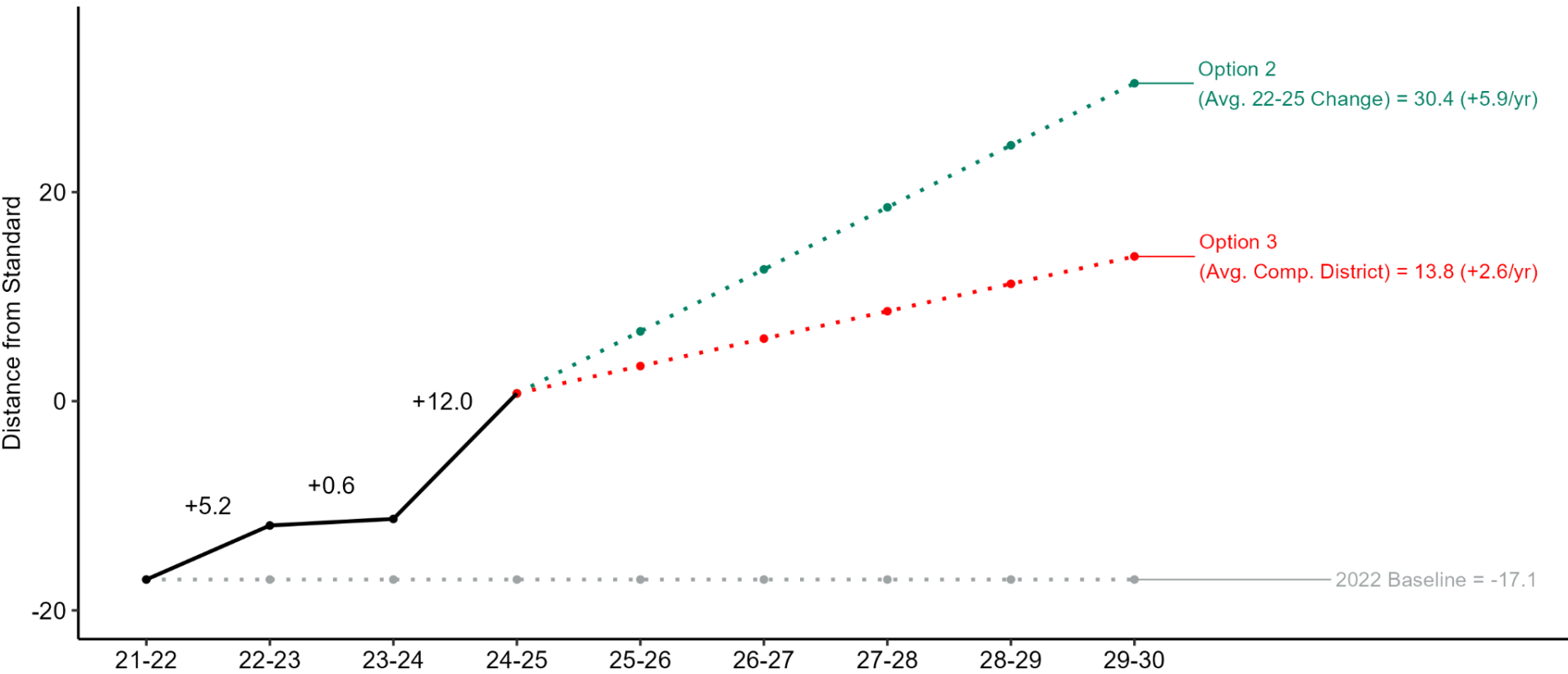
Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grades 3-5 in 2022, 2023, 2024, or 2025.

Literacy: 6th–8th Grade SBA Scores– Option 1 (Grade Spans)



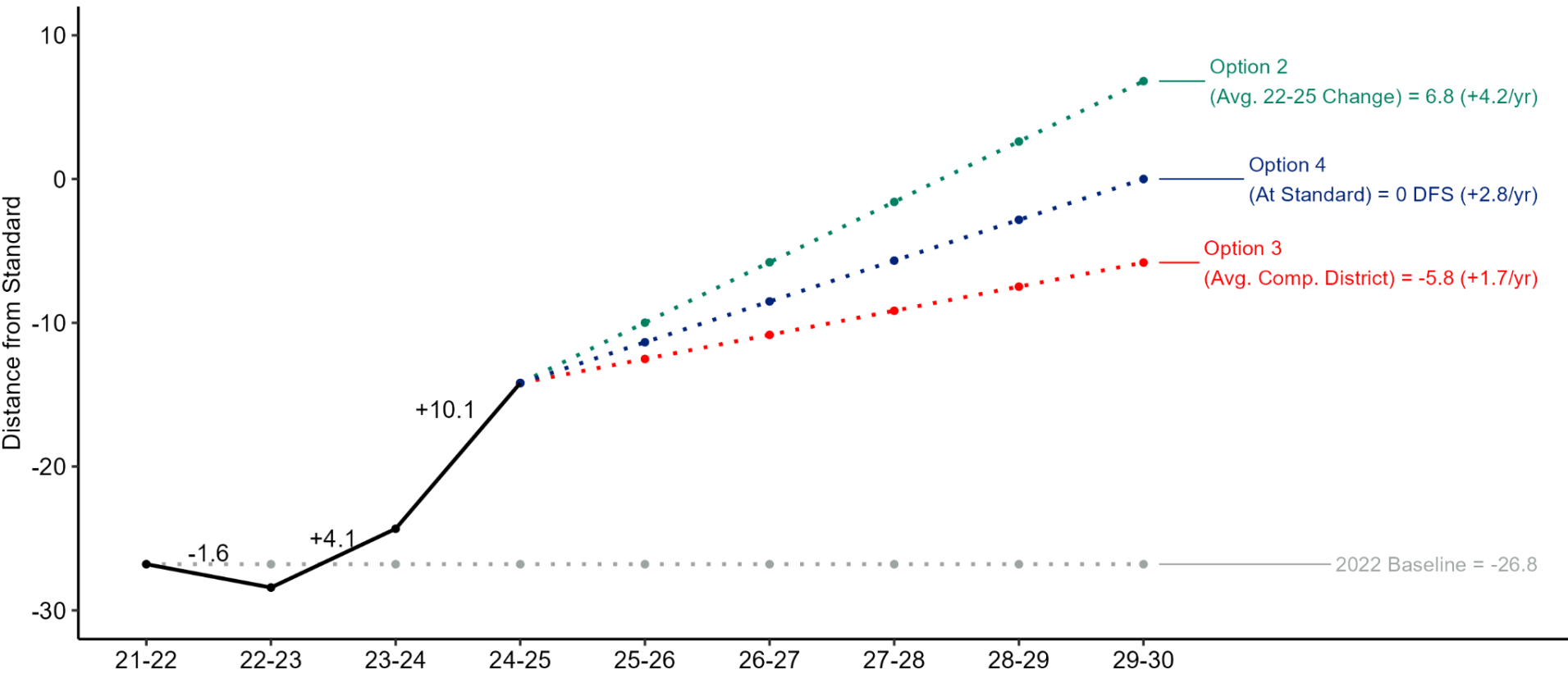
Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grades 6-8 in 2022, 2023, 2024, or 2025.

Literacy: 11th Grade SBA Scores– Option 1 (Grade Spans)



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grade 11 in 2022, 2023, 2024, or 2025.

Literacy: SBA Scores – Option 2 (All Grades Together)



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts in 2022, 2023, 2024, or 2025.

How should we measure our progress?

NUMERACY

Current Goal

Grades 3-5 DFS, Grades 6-8 DFS

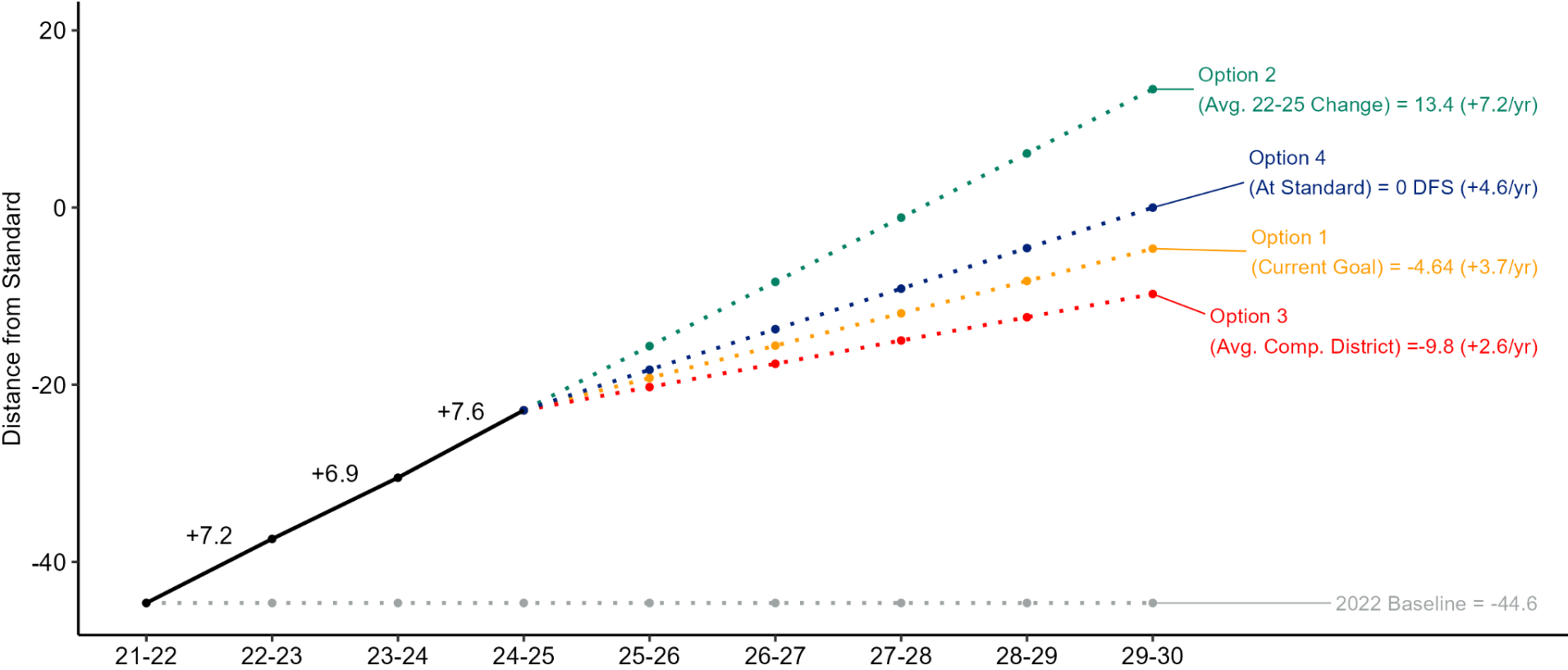
Option 1

Add Grade 11 DFS

Option 2

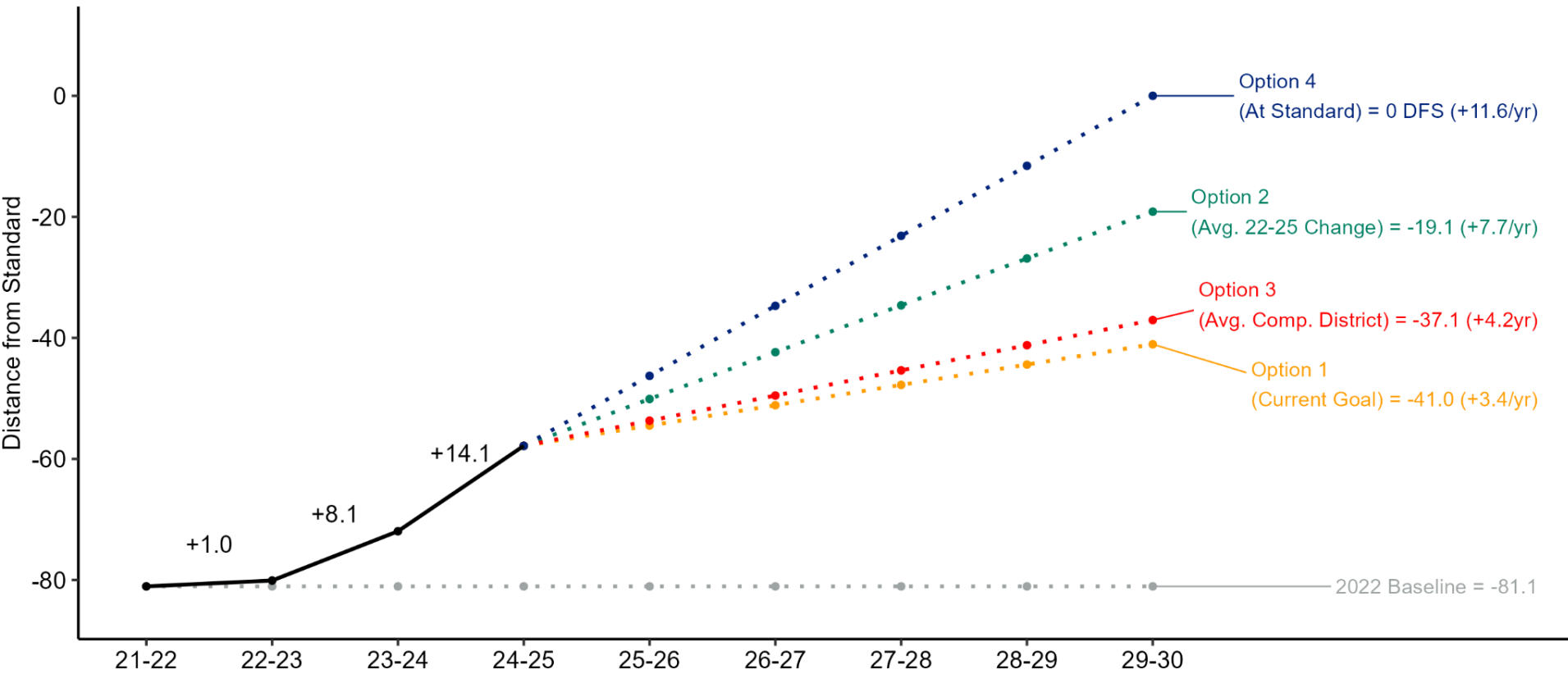
Roll all grades together (one measure for grades 3-11 DFS)

Numeracy: 3rd-5th Grade SBA Scores- Current Goal



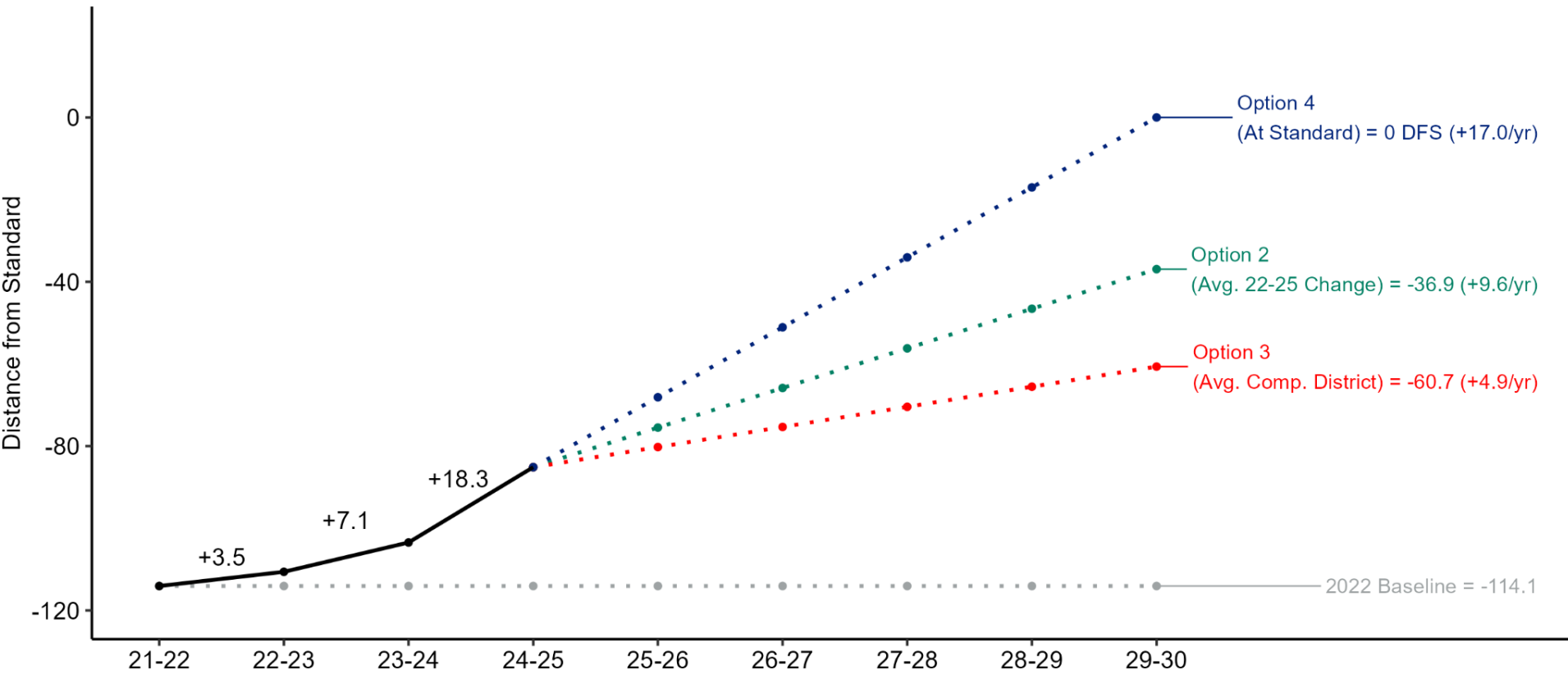
Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grades 3-5 in 2022, 2023, 2024, or 2025.

Numeracy: 6th–8th Grade SBA Scores– Current Goal



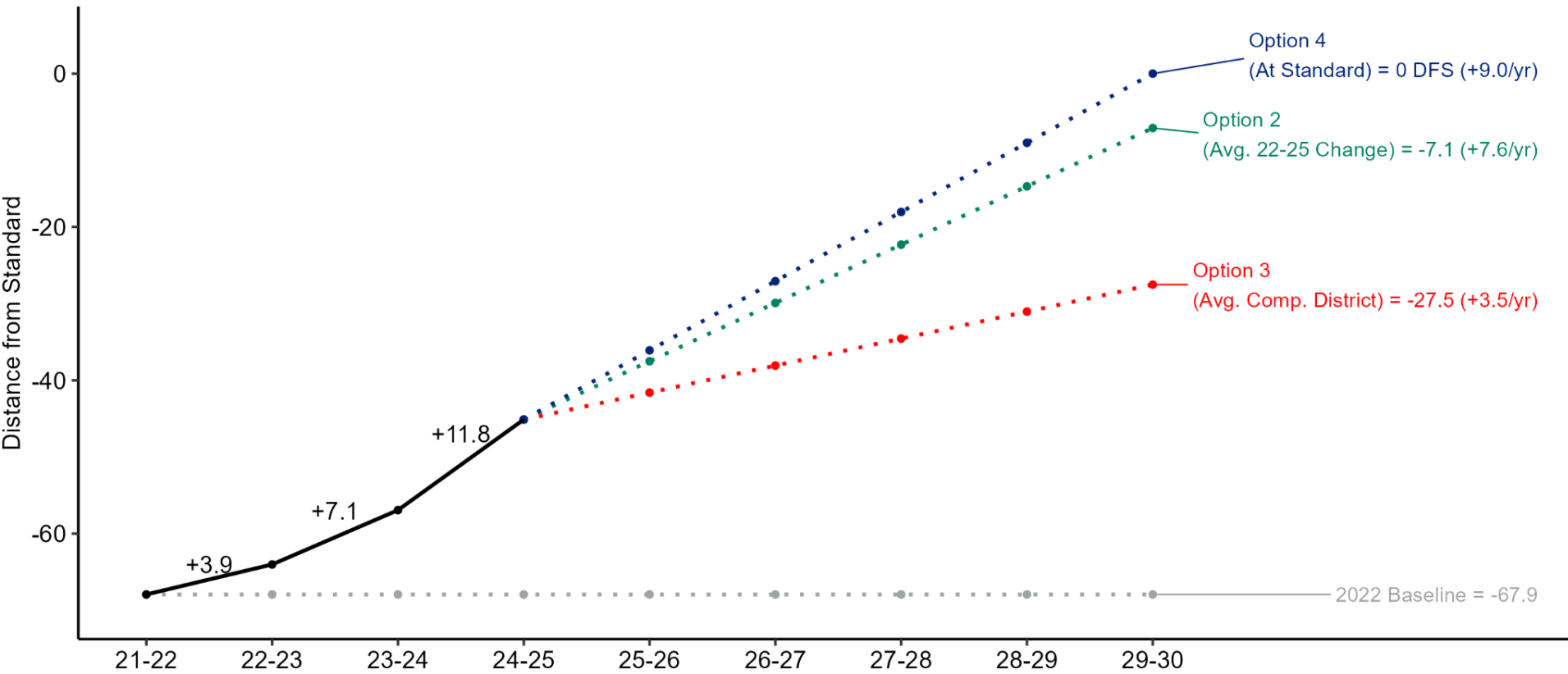
Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grades 6-8 in 2022, 2023, 2024, or 2025.

Numeracy: 11th Grade SBA Scores- Option 1 (Grade Spans)



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with students in grade 11 in 2022, 2023, 2024, or 2025.

Numeracy: SBA Scores – Option 2 (All Grades Together)



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts in 2022, 2023, 2024, or 2025.

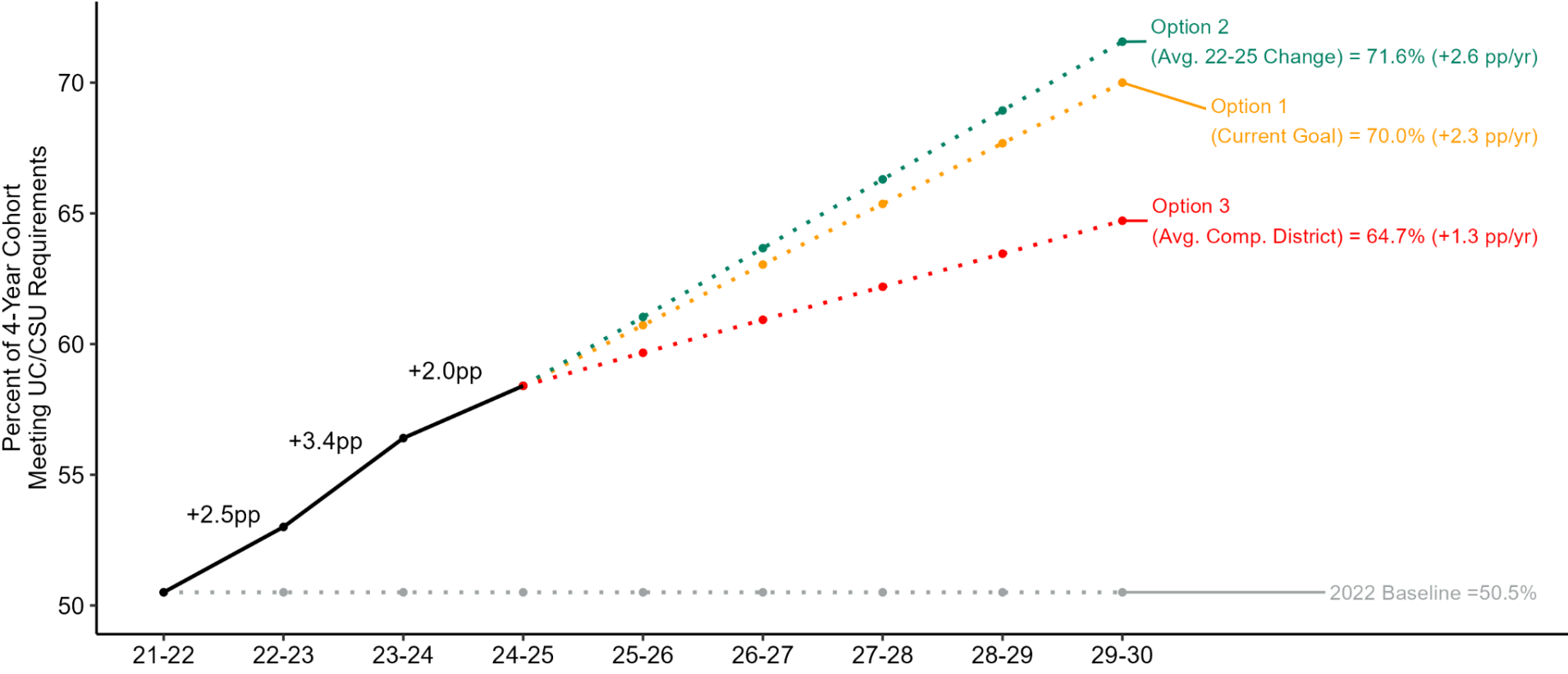
How should we measure our progress?

POSTSECONDARY

Current Goal

Percent of students in cohort with an average of "C" or better in A-G courses

Postsecondary: A-G Completion- Current Goal



Notes. The comparison data include all non-charter (both independent and affiliated excluded) for the comparison districts with graduates in 2022, 2023, 2024, or 2025.

How should we measure our progress?

SOCIAL-EMOTIONAL/WELLNESS

Current Goal

- 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio
- 40% of students using a portfolio will attain a “Meets Proficiency”

Option 1

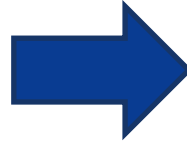
Students in elementary, middle school, and high school demonstrate growth in each of the social-emotional learning (SEL) competencies on the School Experience Survey

Social Emotional / Wellness Goal

Goal

50%

By 2026, 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio.

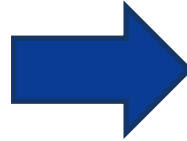


Progress

137 teachers out of 14,594 in grades 2, 5/6, 8, 10 and 12 (**0.9%**) supported students in the creation and uploading of artifacts using the SEL portfolio in 2024-25

40%

By 2026, a minimum of 40% of students using a portfolio will attain a "Meets Proficiency" as measured by a District-wide rubric score average in the Social Emotional Learning competencies.



50% of submitted artifacts achieved Meets Proficiency in 2024-25

Protocol for Discussion of Targets



Literacy, Numeracy, Postsecondary and SEL

- Review target options in small group rotations
- Discuss pros and cons of different options with staff – how challenging/achievable will the different targets be?
- Think about which options you prefer (to be decided after the breakout as a full board)

Agenda

Review District Core Beliefs, Vision and Mission Statements

10:35 – 11:15 a.m.

Review Progress towards District Goals

11:15 – 11:35 a.m.

Review/Revise District Goals

11:35 – 12:10 p.m.

Lunch

12:10 – 12:40 p.m.

Identify Targets for District Goals

12:40 – 2:00 p.m.

Preparing for Beyond 2026

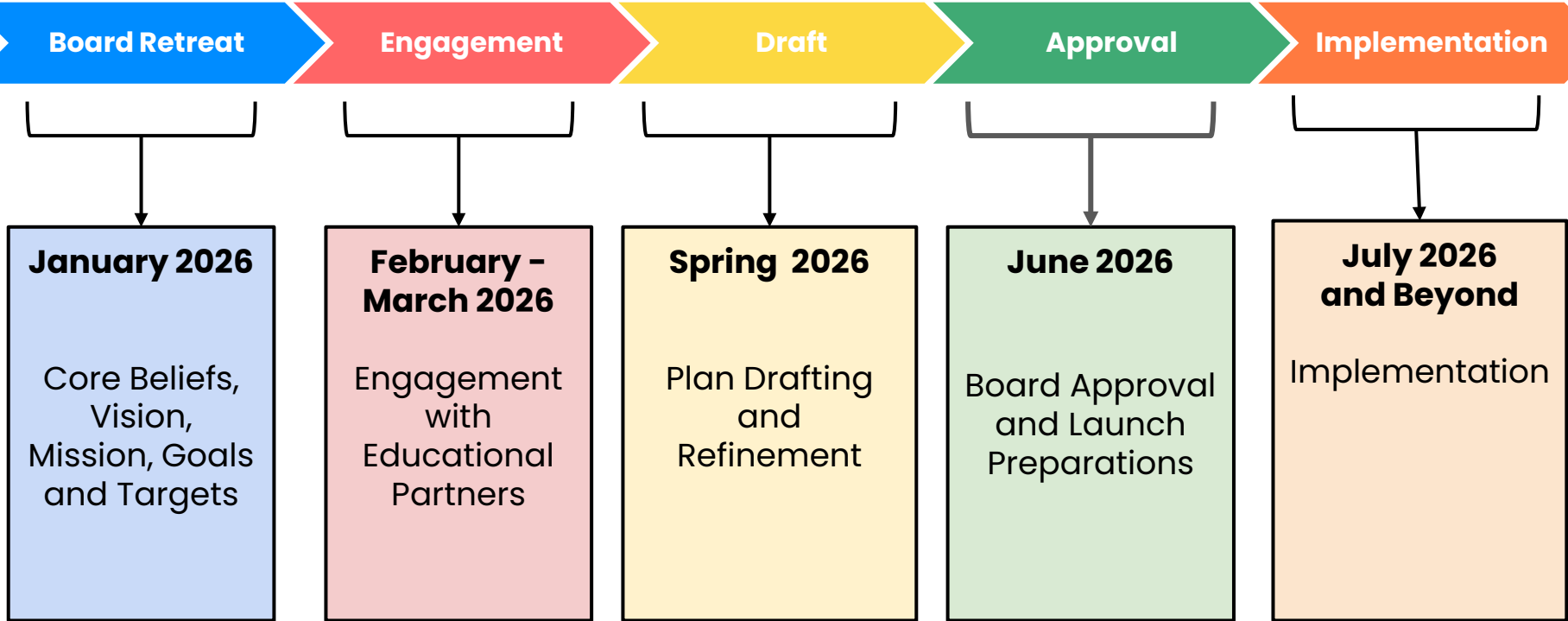
2:00 – 2:20 p.m.

Preparing for Beyond 2026

Dr. Jon Fullerton

@LASchools

Beyond 2026 Development Timeline



Preparing for Beyond 2026



Given the Core Beliefs, Vision, Mission and District goals, where should we focus operationally over the next four years?

- What has worked well?
- Where are we getting "stuck"? What is hindering our progress?
- What should be our top operational priorities?

Closing

**Ready for
the World**



#AcceleratingSuccess